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ABSTRACT

This guide provides a detailed description of the development of a competency-based guidance program instituted by the guidance staff of the Andrews Independent School District. Its primary purpose is to bring the guidance program into focus in achieving maximum instructional goals by stressing preventative and developmental methods, rather than corrective, as the best approach to helping students. The Guidance Program is seen as one of the strongest facilitating agents within the educational system for reaching the goals of the educational process, striving to give every individual a feeling of self-worth and dignity, helping him to understand and accept himself, enabling him to develop fully his potential, and helping him achieve greater self-direction in situations where he must exercise choice. The ultimate goal must be the greatest possible degree of self-realization for each student. (YRJ)

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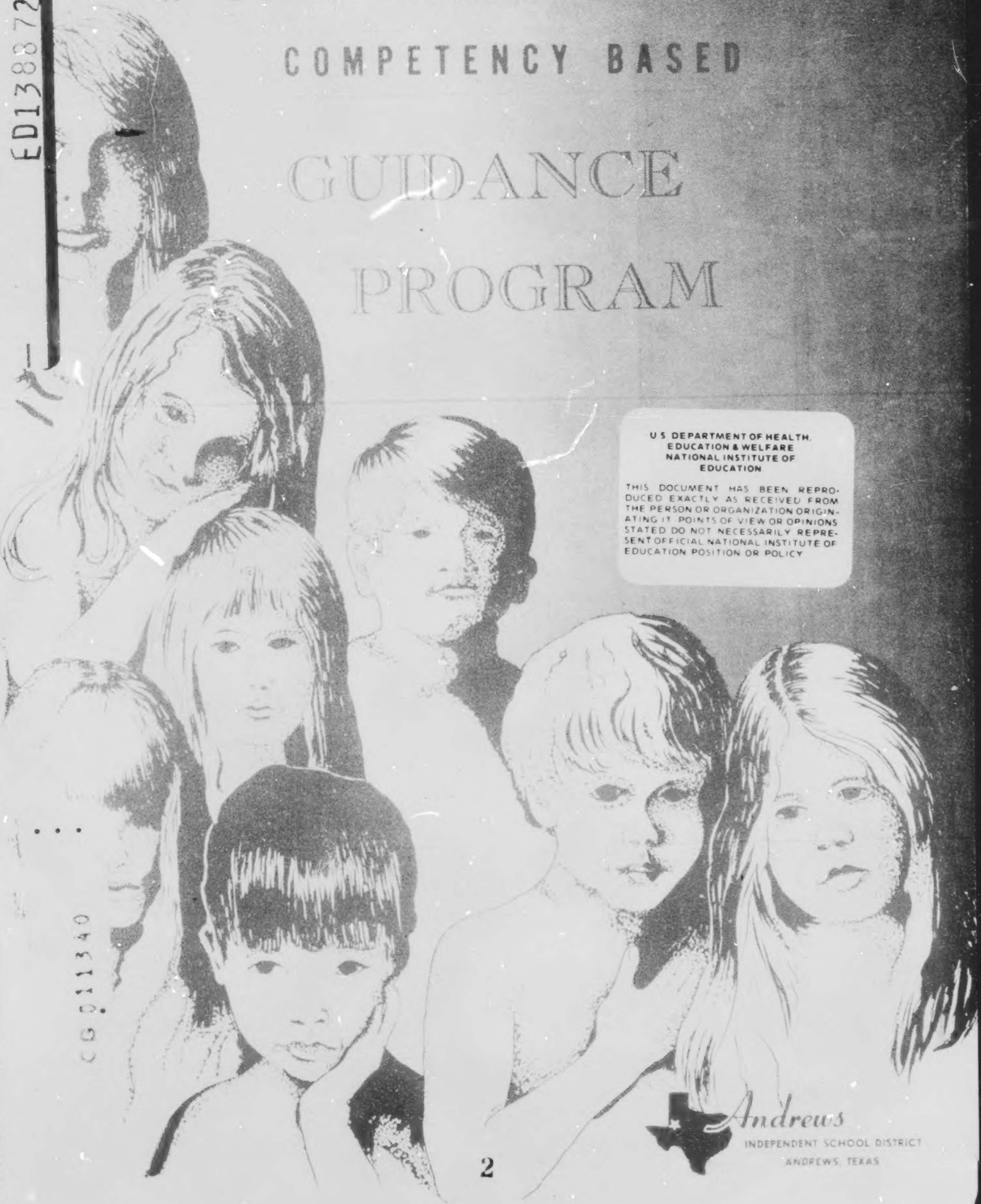
A BEHAVIORALLY STATED COMPETENCY BASED

GUIDANCE PROGRAM



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Andrews
INDEPENDENT SCHOOL DISTRICT
ANDREWS, TEXAS

A

BEHAVIORALLY STATED

COMPETENCY BASED

GUIDANCE PROGRAM

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CURRICULUM BULLETIN

5TH EDITION

ANDREWS INDEPENDENT SCHOOL SYSTEM

ANDREWS, TEXAS

JANUARY 1, 1977

PROVERB 11:14 RSV

"Where there is no Guidance, a people falls;
But in an abudance of counselors there is
safety."

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GENERAL STATEMENT

In the fall of 1971, the Guidance Staff of the Andrews Independent School District felt the need to move forward professionally to demonstrate the accountability of a competently planned, objectives-based guidance program.

Four major steps were involved in the development and operation of an effective, objectives-based program:

1. The development of specific guidance objectives stated in terms of measurable outcomes to be attained by the students.
2. The selection of and presentation to the students, experiences and information designed to assist them in attaining each desired outcome.
3. Assessment cf performance of the students to determine the effects of the guidance experiences and to identify students who did not attain one or more desired outcomes.
4. The provision of additional experiences for students who did not attain one or more outcomes.

The 1972-73 school year was considered the "shakedown" year for the new guidance plan. The guide was used as a working tool during the actual implementation of the program and a time log was kept. As a result of this first year's monitoring many additions and a few deletions were recommended. In the spring of 1973, an internal evaluation by the Guidance Participants and an external evaluation by the Texas Education Agency was held. The 2nd edition was published during the 1973-74 school year.

Program development continued, and in 1973 the 3rd edition was printed, and in 1974 the 4th edition was printed.

In the fall of 1976-----Crime Prevention/Drug Education Student Outcomes, Career Learner Outcomes and Texas State Education Goals, were correlated with the guidance processes and added to the 5th edition published in 1977.

PHILOSOPHY OF GUIDANCE

The Guidance Program is one of the strongest facilitating agents within the educational system for reaching the goals of the educational process. It is an integral part of the educational program, striving to give every individual a feeling of self-worth and dignity, helping him to understand and accept himself, enabling him to develop fully his potential, and helping him achieve greater self-direction in situations where he must exercise choice. The ultimate goal must be the greatest possible degree of self-realization for each student.

FOREWORD

As schools recognize more and more the educational needs of individual students, a corresponding need becomes apparent for an increase in the guidance and counseling services available to students.

With this in mind, Andrews school counselors have developed this guide for a competency-based guidance program. Its primary purpose is to bring the guidance program into focus in achieving maximum instructional goals.

The publication is revised and updated periodically. It is used by the Texas Education Agency as a state model for helping other schools create their own guidance plans.

Requests for copies of the guidelines from throughout the nation give testimony to the excellence of the counseling program in Andrews. School counselors have appeared at state and national conventions each year since 1971 demonstrating some facet of the guidance program.

The guide is written with all students in mind, not just those with problems. Counselors stress preventive and developmental methods rather than corrective as the best approach to helping students.

We look upon this publication as a forward step in our task to develop the very best possible school program for the patrons of the Andrews school system.

Norman Hall
Superintendent of Schools

ACKNOWLEDGEMENTS

The Andrews Independent School District wishes to acknowledge the following consultants for their contributions and support toward the development of this guidance program.

CONSULTANTS

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GUIDANCE PROGRAM

Educational Domain

EDUCATIONAL DOMAIN

1.0 AWARENESS

1.1 To develop an awareness of the educational setting.
The goal is for the student to become aware of the educational setting within which he operates. The educational setting has reference to the school's physical facilities, academic programs, extra-curricular activities, operating procedure and established rules governing student conduct.

OBJECTIVE	PROCESS	OUTCOME
1.11 Before change of environment the students will have knowledge of the new environment through orientation activities planned at appropriate levels.	1.111 The counselor will discuss information concerning the guidance program with parents of incoming Kindergarten students at the spring orientation meeting. A brochure, developed by the counselor, describing the elementary school guidance program will also be disseminated.	___% of a random sampling of parents will verbally or in writing indicate their awareness of guidance services available to them and their child.
	1.112 The counselor will coordinate with principal, teachers and other pupil services personnel, a tour of the physical plant for incoming kindergarten and first grade students.	At the end of the first week of school ___% of a 10% sampling of 1st grade students will be able to locate, without supervision, their classroom, the rest room, nurses office, principals' office and the counselor's office as observed and reported by teachers and counselor.
	1.113 The sending counselor will coordinate with the principal, teachers and receiving counselor meetings to review educational and social needs of individual students.	___% of the students with identified needs will be provided counselor assistance to meet those needs based upon reporting of the receiving counselor.
	1.114 The elementary counselor will coordinate with the middle school counselor concerning his attendance at sixth grade activities which will facilitate the awareness of the availability of	___% of the students participating in activities attended by the middle school counselor will be able to identify the counselor orally or in writing by name.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Pre Kindergarten	April			
First grade	August			
6th and 8th	April, May, June			
6th	Continuing	6:01		

OBJECTIVE	PROCESS	OUTCOME
	the guidance services when students transfer from the elementary school to middle school.	
	1.115 The counselor will send letters to seventh graders during the month of February asking them to list areas in which they needed additional information upon entering middle school.	85% of the students will report they needed no additional information upon entering middle school.
	1.116 The elementary and middle school counselors will arrange a meeting after 6th grade orientation, for the 6th grade students to meet with the middle school counselor and at least two seventh grade students to provide 6th grade students an opportunity to ask for additional information.	90% of the seventh graders who participated in orientation processes will state orally or in writing they needed no additional information.
	1.117 The counselors will coordinate with the principal and teachers a tour of the middle school facilities for all sixth grade students.	Not more than ___% of those participating in the tour of middle school facilities will need assistance in finding their destination on the first day of school.
	1.118 The counselor and teachers of second period classes will coordinate orientation presentation for all seventh graders covering the "what" and the "why" of the student handbook.	90% of the students will be able to identify on the school map their scheduled rooms, assigned lockers, attendance office, counseling center, health office, library, cafeteria, and principal's office.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th	February			
6th	April, May			
6th	April, May			
7th	August	1:10 5:04	2.44	

OBJECTIVE	PROCESS	OUTCOME
	1.119 The counselor will consult with students, new to the system, on the first day of attendance as part of their tour of the building facilities.	90% of the students participating in this consultation will be able to explain the functions and resources available through the guidance office.
	1.120 The middle school and high school counselors will coordinate the dissemination of preregistration information to all eighth graders through one hour classroom group discussions.	90% of those students who participate in the orientation discussions will register without additional instructions.
	1.121 The counselor will coordinate with the principal, teachers and selected student guides a tour of the high school facilities prior to eighth grade registration.	No more than 15% of those students attending orientation will need further assistance in locating their destinations.
	1.122 The counselor will coordinate with assigned teachers an orientation presentation for all ninth graders covering student handbooks, maps of the school plant, services available from school nurse, librarian, counselor, etc.	90% of students will be able to identify on the school map their scheduled rooms, assigned lockers, and centers of support serviced. Students will be able to list two services available from each of the support services personnel.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th and 8th	Continuing	1:10 5:04	2.44	
8th	May			
8th	prior to 8th grade registration	1:10 1:11 6:01	2.44	
9th	August	1:10 1:11 5:04 6:01	2.44	

OBJECTIVE	PROCESS	OUTCOME
	1.123 During the first month of school, the counselor will provide 9th graders information concerning curricular programs, requirements for graduation and operational procedures.	90% of ninth graders will be able to state verbally or in written form they needed no additional information.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
9th	August			

1.2 To develop an awareness of self in the educational setting.

The goal is for the individual to develop an accurate perception of self in educational experiences. The emphasis is on self-understanding of abilities, personal limits, and motivations related to the educational setting, purposes, and activities. Those understanding should lead to an increased personal meaning in the concept of education, as manifest by self identity with the school in general and with the purposes and activities of education as one aspect of personal growth.

OBJECTIVE	PROCESS	OUTCOME
1.21 The individual will develop a functional awareness of the ways in which people are alike and different, and of the primary indicators of individual aptitudes, abilities, interests, and limits.	1.211 The counselor will orient the students in small groups to the purposes of testing, how the results are used, and how the student can use the results in their educational planning.	95% of the students will be able to complete the test with minimal anxiety as observed by the test monitors.
	1.212 The counselor will disseminate information to teachers who will serve as monitors during testing. The information will concern purpose, content, objectives, and limitations of tests being administered. . In a staff meeting with teachers, the counselor will discuss test results in terms of growth quartiles, frequencies, etc., in order for effective application of information. . The counselor and/or teacher will interpret the achievement test results to students in small groups. The counselor will interpret the ability test results to students individually. The counselor will coordinate with teachers a review of students' strengths and weaknesses in specific academic areas. . The counselor will	___% of the students tested will be able to state in oral or written form the objectives of appraisal. ___% of the students will be able to state orally or in written form their areas of strengths and weaknesses as indicated by test results.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 12th	September and October			
4th - 12th	Continuing	6:02 6:03 6:05		

23

OBJECTIVE	PROCESS	OUTCOME
	assist the teacher in encouraging the student to become an active participant in his academic planning based on his insights into his strengths and needs.	
	1.213 The counselor will consult with students in small group activities through which students can describe themselves and how they are alike or different from their classmates in terms of general physical and performance characteristics. (e.g. height, ability to read etc.)	___% of students participating in these activities will demonstrate their awareness of likenesses and differences through successful completion of activities found in the CARE Resource Guide.
	1.214 The counselor will coordinate with teachers group guidance activities in which students describe those things they like, dislike, do well, do poorly and how these characteristics influence their educational activities. (e.g. singing, running, study habits, etc.)	___% of the students participating in these activities will be able to demonstrate their awareness by listing their likes and dislikes, and areas in which they do well and poorly.
	1.215 The counselor will consult and/or counsel individually or in small groups those students who are unable to identify their individual abilities, interest, and limitations.	___% of those students receiving these services will be able to state their awareness of their individual abilities, interests and limits.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 3rd	Continuing	6:05 6;07 6:14	1.5 1.6 1.13	F1, F2, F3
4th - 8th	Continuing	6:03 6:04 6:07 6:10	1.5 1.6 1.13	F1, F2, F3
Kindergarten through 3rd	Continuing	6:10	1.5 1.6 1.13	F1, F2, F3

OBJECTIVE	PROCESS	OUTCOME
	1.216 The counselors will conduct group guidance to provide all ninth grade students with information regarding available educational alternatives and educational planning.	___% of the ninth grade students will be able to identify, verbally or in written form, six high school curricular alternatives, as preparatory for a tenative list of post high school occupations. Identify, verbally or in written form, his expressed and tested interests and abilities as related to available curricular alternatives.
	1.217 The counselor will consult and/or counsel with those students who were unable to identify six curricular alternatives that related to his expressed and/or tested interests and abilities.	___% of the students receiving additional assistance will be able to make these identifications based on counselor observation and/or reporting.
	1.218 In the fall the counselor will visit all eleventh graders to provide students with information concerning curriculum and educational plans consistent with their measured ability and past achievement. At this time the counselor will acquaint students with purposes, advantages and procedures of the PSAT/NMSQT.	___% of the students receiving this information will register to take the PSAT/NMSQT.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
9th	Spring	6:01 1:10 1:11	2.2	A2
9th	Spring	6:10 6:01 1:10 1:11	2.2	A2
11th	Fall	6:04		

OBJECTIVE	PROCESS	OUTCOME
	1.219 The counselor will direct a record search to identify those students who qualify for but who did not request to take the PSAT/NMSQT.	90% of those students identified will be able to state verbally or in writing the reasons for their decision.
	1.220 The counselor will meet with all 12th grade students in groups to give information concerning the purposes, advantages, and procedures of the ACT and SAT and other post high school educational information and/or training.	65% of the students receiving this information will register for the tests.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
11th	Fall			
12th	September	6:09		

2.0 ACCOMODATION

2.1 To develop an accurate concept of self in the educational setting. The goal is for the student to synthesize facts and knowledge pertaining to himself and the educational setting into a rational and useful order. This conceptualization will enable the student to make decisions, formulate plans, and acquire value patterns pertaining to education. These decisions, plans, and value patterns should move the student in a direction that is consistent with his interests and abilities and within the normative tolerances of his society.

OBJECTIVE	PROCESS	OUTCOME
2.11 The individual will show an increasing tendency to value education as an influence in his life activities and decisions.	2.111 The counselor will coordinate with teachers the exploration by students as to the role of education in an individual's life.	___% of the students participating in these activities will be able to state orally or in written form the meaning of education in their life.
	2.112 The counselor will counsel individually with those students who are unable to conceptualize the meaning of education in their life.	___% of the students receiving these services will be able to make a statement of the meaning of education in their life based on counselor observation and reporting.
	2.113 The counselor will coordinate with teachers exploration activities for students concerning how people differ and how those differences and varying educational levels correlate with life styles.	___% of students participating in these activities will be able to describe educational levels and life styles characteristic of those levels.
	2.114 The counselor will coordinate with the principal and teachers the Administration of the Self Quest Inventory in order to monitor the progress made toward Goal III of the Goals originated for Andrews Learning System.	___% of the students will complete the Self Quest Invertory in an efficient and responsible manner as observed and reported by monitors.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
6th - 12th	Continuing			
6th - 12th	Continuing			
6th - 12th	Continuing	1:12	1.7	F1, F2, F3
4th, 6th, 8th, 10th				

OBJECTIVE	PROCESS	OUTCOME
2.12 The students will decide on a curriculum and extra-curricular activities that are consistent with the students' abilities and interests.	2.121 The counselor will coordinate with teachers acquisition of decision-making skills by students through the use of a model such as CEEB's Deciding.	___% of the students participating in this program will acquire decision making skills based on the completion of the CEEB evaluation sheets.
	2.122 The counselor will meet with groups of students concerning curricular/extra curricular choices.	___% of the students will make choices which are consistent with measure ability and stated interests as observed by teachers and/or counselors.
	2.123 The counselor will confer with students who need individual assistance in formulating plans that are consistent with their abilities and interests.	95% of the students receiving individual counseling will be able to complete their curricular/extra curricular choices.
	2.124 The counselor will conduct group guidance (planned, organized and implemented) to assist all 10th grade students with an analysis of the appropriateness of their education choices made at the 9th grade level and their projected educational plans as correlated with the implications of their aptitude and interest test scores.	80% of the 10th grade students will be able to: · State orally or in writing, the adequacy or inadequacy of their educational development. · Perceive the need and make requests for additional guidance assistance in making their educational plans adequate.
	2.125 The counselor will identify students who are unable to effectively analyze their	___% of the students receiving additional assistance will be able to evaluate the adequacy of their projected

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 11th	May	9:01 9:04 9:06 6:06		
7th - 11th	April/May	1:01 1:02 1:10 2:01 9:04	1.2 2.2 2.6	A2, A3
7th - 11th	May	1:01 1:02 1:05 1:07 1:09 1:12 6:02 6:03 6:06 6:09 9:01 9:04		
10th	Continuing			
10th - 12th	Continuing			

OBJECTIVE	PROCESS	OUTCOME
	educational plans.	educational choices and plans.
2.13 Parents will formulate educational expectations for their child that are consistent with his ability and interests.	2.131 The counselor will counsel with parents who need assistance in formulating realistic expectations of their child based upon his abilities and interests.	80% of parents who receive individual counseling will formulate realistic expectations of their child as evidenced by their agreemnet to his curriculum and educational goals.
	2.132 The counselor will coordinate and conduct parent-study groups to assist parents in developing an understanding of children and of the parenting process.	___% of those parents participating in the activities will express a better understanding of the parenting process.
	2.133 The counselor will coordinate with the principal, a meeting with parents for test interpretation. The counselor will interpret the scoring system utilized in the results. Parents will be supplied with their child's test results, and the counselor will then be available for individual test results interpretation as requested.	___% of the parents will attend the meeting.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 12th	Continuing	1:03 1:04 6:04 6:05 6:16 6:17		
7th - 8th	Continuing			
8th	Continuing			

OBJECTIVE	PROCESS	OUTCOME
	2.134 The counselor will be available upon request for individual test interpretation for parents.	___% of the Parents will request individual conference.
	2.135 In the fall, the counselor will send a letter to all senior parents concerning information about college night in this area.	___% of the parents will attend.
2.14 The students will develop an attitude that maximum school achievement (consistent with ability) is both attainable and desirable.	2.141 The counselor will coordinate with the principal and teachers a program of study skills to be incorporated into the curriculum.	75% of the students participating in the program will be able to assess their own study habits and skills, and will be able to monitor themselves during the ensuing year as measured by teacher/counselor observation.
	2.142 The counselor will consult or coordinate with teachers and/or will hold group and/or individual conferences, with students having difficulty forming realistic expectations.	___% of the students participating in the conferences will show a positive attitude toward achievement based upon counselor, teacher or principal reporting.
	2.143 The counselor will conduct group guidance activities using materials and techniques, such as DUSO and TA for Tots, on the importance of individual, maximum effort.	___% of the students participating in these group activities will demonstrate an understanding of the importance of this concept through role playing.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 12th	Continuing			
12th	Fall			
7th - 9th	Continuing	4:05 9:02 9:09 9:15 9:16		
2nd - 12th	Continuing	1:01 1:02 9:05 9:09 9:10	2.5	A2, B2
Kindergarten through 3rd	Continuing	4:05 4:10 6:15		

3.0 ACTION

3.1 To cope constructively with the demands of the educational environment. The goal is for the student to consistently use effective coping behaviors in response to educational demands. This implies a certain degree of conformity to school regulations and a display of effort with respect to academic achievement. It does not, however, mean total submission by the student but does emphasize acceptable methods for reconciling differences.

OBJECTIVE	PROCESS	OUTCOME
3.11 The student will take responsibility in meeting the demands of the school.	3.111 The counselors will consult with parents, principals, teachers, and other personnel to identify those students who are not actively participating in school activities, have excessive absences, fail to complete assignments on time, etc.	___% of the students in need of further coping skills development will be identified.
	3.112 The counselor will consult and/or counsel individual or in groups with those students who have been unable to use effective coping behavior in response to the demands of the school.	___% of the students receiving these services will demonstrate increased participation in school activities, decrease in absences, and completion-on-time of assignments based on teacher and counselor observation.
	3.113 The counselor will develop programs which will be used in consultation with students, indvidually or in groups, to develop more responsible school behavior.	___% of the students participating in these programs will demonstrate responsibility for adhering to school regulations based on teacher observations and reporting.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 12th	Continuing	4:05 4:10 6:15	2.44	C1
Kindergarten through 12th	Continuing	4:05 4:10 4:24 5:16 6:15 6:16 7:02 7:03 7:04 7:10 7:14	2.44	C1
Kindergarten through 12th	Continuing	4:05 4:24 5:06 5:16 5:18 5:22 6:05 6:08 6:11 6:16 7:02 7:03 7:04 7:05 7:09 7:10 7:11 7:12 7:17 7:21	2.44 2.19	C1, A3, F2, F3

OBJECTIVE	PROCESS	OUTCOME
3.12 The student will be able to handle school frustrations effectively.	3.121 The counselor will consult with students and staff members concerning the causes of frustration in the school community, such as: · inappropriate curriculum. · language inefficiency. · classroom atmosphere. · differences in socioeconomic factors. · ineffective study habits.	Sources of school frustrations for groups and individual students will be identified. ___% of the students and staff participating in the consultation will make effective modifications in the environment as measured by students' abilities to achieve without further frustration based on teacher/counselor observations.
3.13 The student will be able to express independent views in an acceptable fashion.	3.131 The counselor will conduct group activities in which students will practice the expression of independent views in an acceptable fashion.	___% of students will be able to express themselves assertively rather than aggressively based on teacher, principal, and counselor reporting.
	3.132 Through group process and individual counseling, the student will express independent views concerning school regulations and make adjustment in his behavior through his understanding of the democratic process.	___% of the students will be able to express independent views in acceptable ways as measured by positive feedback from teachers.
	3.133 The counselor will consult with teachers to assist them in an understanding of the purposes and objectives of students learning to express independent views.	Teachers participating in the consultations will understand the expression of independent views from students who utilize skills acquired through the group activities.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 12th	Continuing			
Kindergarten through 12th	Continuing	5:04 5:16 5:21 5:22 5:23 5:24		
Kindergarten through 12th	Continuing	7:05	1.14	A3, C1
Kindergarten through 12th	Continuing			

3.2 To attain personal satisfaction from educational experiences.
The goal is for the student to interpret his school involvement as meaningful and satisfying to him. This implies involvement that is consistent with his ability and interests so success is probable. The probability of success promotes perserverance toward chosen goals and brings satisfaction from the striving. Thus satisfaction is not solely dependent on the attainment of chosen goals but arises also from the student's interpretation that success is probable.

OBJECTIVE	PROCESS	OUTCOME
3.21 The student will recognize the advantages of educational achievement.	3.211 The counselor will coordinate with teachers conferences for the purpose of planning success strategies for their students.	___% of the students receiving this assistance will be provided success experiences as reported by the teachers or students.
	3.212 The counselor will consult with students concerning their perceptions of their progress toward identified educational aspirations and will encourage their perseverance toward attainable goals.	___% of the students consulted will express their confidence in being able to continue toward their attainable goals.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 12th	Continuing	4:07 6:17		
7th - 12th	Continuing	1:01 1:02 1:03 1:04 1:05 1:09 4:05 4:06 4:07 4:10 4:14 6:15		

3.3 To work toward and realize chosen educational plans.

The goal is for the student to follow through and complete his long range educational plans. Implicit in this goal is the constant striving toward new educational goals that are consistent with the student's ability. Thus high school graduation is not an end in itself but the mastery of one educational goal which leads to new goals.

OBJECTIVE	PROCESS	OUTCOME
3.31 The student will pursue his chosen curriculum through high school education and will pursue further goals (after high school) consistent with his measured ability, achievement, and interest.	3.311 The counselor will consult with teachers and administrators concerning school related modifications which may be made for potential dropouts at all levels.	As a result of school related modifications, ___% of students who manifest behavior which has been identified as indicative of early school departure will remain in school.
	3.312 The counselor will assist the student in his pursuit of educational and career goals.	___% of the students will graduate from high school and will pursue educational and/or career goals consistent with ability, achievement, and interest based on a follow-up survey.
	3.313 The counselor will give individual assistance to those students who terminate their education prior to graduation.	___% of the students terminating his education prior to completion will follow realistic plans for pursuance of goals consistent with his measured ability, achievement and interest.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
5th - 12th	Continuing	9:04	1.11 1.12	A3, F2, F3
12th - post		9:01 9:02	1.7	F1, F2, F3
9th - 12th	Continuing	2:05		

GUIDANCE PROGRAM

Career Domain

1.0 AWARENESS

1.1 To develop an awareness of the world of work.
The goal is for the individual to develop an awareness and understanding of the nature and variety of the world of work, including the differentiated meanings of work for different people. This goal includes the acquisition of knowledge regarding the occupational levels, mobility patterns, job satisfaction, as well as the perceptual development of life styles associated with the differentiated occupational levels and clusters.

OBJECTIVE	PROCESS	OUTCOME
1.11 The student will become aware of the concept of work and workers in our society, the occupational structure, and significant trends.	1.111 The counselor will coordinate the implementation of the career education program (Project Care) in the classroom.	All students will have participated in the Project Care program as evidenced by the monitoring instrument. ___% of a sample of students will indicate on the career education an awareness of work and workers in our society.
	1.112 The counselor will supply teachers with information concerning new materials and career information available for classroom use, and teachers or students will confer with the counselor regarding specific inquiries about occupations for which information is needed.	___% of the teachers and/or students will have received this information as indicated on the teacher monitoring instrument.
	1.113 The counselor will coordinate group guidance activities that will make students aware of his interactions with others.	85% of the students will respond verbally and be able to role play different ways to interact with others as observed by the counselor and/or teacher.
	1.114 The counselor will consult and/or counsel with those students who were unable to perceive their interactions with others.	___% of the students who participate in these activities will be able to perceive their interactions with others as observed by counselor/ teacher.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 12th	Continuing	Covers the 9 career education categories		B1, B2, E1
Kindergarten through 6th	Continuing	Covers the 9 career education categories		
7th - 12th	Continuing	601		B2
Kindergarten through 6th	Continuing	5:06 5:09 5:10 5:11 5:16 5:17 5:18 5:19 5:20 5:21 5:22 5:23 5:24 5:25		F1, F2, F3
Kindergarten through 6th	Continuing	5:18 6:05 6:08		F1, F2, F3

OBJECTIVE	PROCESS	OUTCOME
	1.115 The counselor will coordinate with teachers in providing experiences to make the students aware of the need of cooperation among workers.	___% of the students will be able to describe examples of cooperation among workers as observed by the group leader. ___% of a sample of students will be able to do same as evaluated on the AISD Rating Scale.
	1.116 The counselor will, upon request serve as a resource person to provide seminars in the following area or areas: -personality development as related to career education. -new occupational trends. -decision-making as related to career education. -importance of attitudes and values in the world of work.	Appreciation of the value of these presentations will be demonstrated by an increase of ___% of teacher requests for subsequent services.
	1.117 The counselor will coordinate with the Industrial Arts and CVAE teachers, activities that contribute to the students' general knowledge of career terminology, unions, licensing and apprenticeship information.	75% of the students will be able to state job training and job entry requirements of careers related to their completed shop product.
	1.118 The counselor will provide opportunities for students to visit with college, vocational and technical school representatives.	Students will become aware of the specific training requirements in the area of their interest as demonstrated by 90% of the students who participate in school representatives' visits requests for planning sessions with the counselor.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 6th	Continuing	5:01 5:04 5:15 6:11 7:02		
4th - 8th	Continuing	Covers the 9 career education categories		A1, A3
7th - 8th	February	2:09 3:02 7:06		B1, C2
9th - 12th	Continuing	1:10 1:11		B2

OBJECTIVE	PROCESS	OUTCOME
	1.119 The counselor is available to students to offer information and assistance in educational and career planning, through the following: . individual conferences. . group guidance, (i. e., class meetings, clubs, small group seminars) . dessemination of current information on occupational trends and opportunities. . serving as a clearing-house for college entrance requirements, financial aids, scholarships, loans, grants, work-study programs, etc.	___% of the students receiving this information will state that the information received is sufficient. ___% of the students will be able to state orally or in writing, information received has been of benefit in planning educational and career goals.
	1.120 The counselor will develop and disseminate to parents information concerning colleges and technical schools such as entrace requirements available housing and finances, etc.	Parents and students will have an awareness of the need for early post secondary planning as evidenced by the number of students who complete admission requirements and are accepted by a post-secondary institutions.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 9th	Continuing	1:10 1:11		B2
9th - 12th	Continuing	1:10 1:11		B2
9th - 12th	Continuing	1:11		B2

1.2 To develop an accurate occupational self-perception.
The goal is for the student to develop an accurate perception of himself in relation to the "world of work". The emphasis is upon the student's understanding of his abilities, limitations and motivations. As a result of these understandings the student can begin to identify with an occupational level by perceiving his desired life style in relation to that typical of an occupational level.

OBJECTIVE	PROCESS	OUTCOME
1.21 The student will become aware of his particular occupational abilities, interests and potentialities.	1.211 The counselor will consult, coordinate or conduct activities to develop an awareness of the student's interests as they relate to various occupations.	___% of the students will be able to state orally or in writing, their own interests.
	1.212 The counselor through group guidance activities with Special Ed. students and consultations with Special Ed. students in identifying characteristics in himself that help him relate to the world of work.	___% of the students will be aware of personal characteristics related to the work world, based on teacher observation and reporting.
	1.213 The counselor will coordinate with Social Studies teachers activities whereby students will identify differentiated life-styles consistent with various careers and relate this information to their personal abilities, interests, aptitudes and values.	75% of the students will be able to differentiate among life-styles related to their interests.
	1.214 The counselor will coordinate with the teachers the administration of the Self-Exploration of Interest Inventory to seventh grade students.	90% of the students will be able to see the correlation between this instrument and their stated interests as measured by the Kuder General Interest Inventory.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
Kindergarten through 6th	Continuing	2:04 6:03		
Special Ed. (EMR, ED) Kindergarten through 6th	Continuing	6:07		F1
7th	Continuing	1:12 2:07 6:03 6:08 8:02		
7th	Continuing	4:14 6:03 6:12 6:14		

OBJECTIVE	PROCESS	OUTCOME
	1.215 The counselor will coordinate with the social studies teachers and learning center instructor the presentation of Keys and career exploration programs to assist students in becoming aware of the life styles measured by the Kuder General Interest Survey.	90% of the students will be aware of life styles related to interests as is indicated by the completion of the activity sheets.
	1.216 The counselor will conduct individual counseling sessions for those students who did not see the correlation between the Self-Exploration of Interests and the Kuder General Inventory.	95% of those students receiving individual counseling will be able to comprehend the correlation between these two instruments.
	1.217 The counselor will coordinate with the principals and teachers concerning the Presentation of The Career Fair.	100% of the students will attend two career choice preferences.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th	Continuing	1:04 1:12 2:04 2:05 2:09 3:08 6:01 6:02 6:03 6:12 6:14 9:01 9:02 9:03 9:04		F1
7th	Continuing	6:01		F1
9th - 12th	Spring	Covers the 9 Career education categories.		B2

2.0 ACCOMODATION

2.1 To develop an accurate concept of self in relation to the work world. The goal is for the student to synthesize facts and knowledge pertaining to himself and the work world into a rational and useful order. This conceptualization enables the student to make decisions, formulate plans, and acquire value patterns pertaining to his future occupation. These decisions, plans, and value patterns should move the student in a direction that is consistent with his interests and abilities and within the normative tolerances of his society.

OBJECTIVE	PROCESS	OUTCOME
2.11 The student will explore occupational areas that are consistent with his interest and abilities and will make a tentative choice.	2.111 The counselor will coordinate with teachers of elective subjects, group guidance sessions to assist students in synthesizing the concepts of individual differences of ability, aptitude, interests, values, talents, and creativeness, that can be expressed through one's vocation and/or avocation. These group guidance sessions will utilize the activities as stated in the Project Care Guide.	85% of the students will be able to match their individual characteristics to those required or desired in 3 vocations and 2 avocations.
	2.112 The counselor will coordinate with the home-economics teacher to offer students "hands on" experiences. These experiences will demonstrate how career preparation includes learning those skills necessary for successful home and family living as well as job entry for both sexes.	___% of the students demonstrate their ability to apply their job related skills to successful home management through the completion of a product and the computation of a cost plus profit for that product.
	2.113 The counselor will coordinate with the language arts teachers activities whereby students will study personality and human relationships as contributive factors that move them toward educational, vocational and personal goals.	90% of the students will be able to describe a situation where personality was a deciding factor in one's getting and/or keeping friends or a job.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 8th	February	Covers the 9 Career education categories		F1, F2, F3
7th - 8th	January	1:12 2:04 2:09 3:06 4:04 6:04 Category 8: All Economic Factors Influencing Career Opportunity.		
7th - 8th	October	5:08 5:15 5:17 5:25		F1

OBJECTIVE	PROCESS	OUTCOME
	2.114 The counselor will coordinate with physical education teachers activities to assist students with the recognition of the importance of physical, mental, and emotional health for the preparation of life and a career.	___% of the students will be able to identify their own mental, physical and emotional needs to be fulfilled in order for a work situation to be satisfying to them.
	2.115 The counselor will coordinate with the social studies teachers, activities whereby students will identify differentiated life styles consistent with various careers and relate this information to their personal abilities, interests aptitudes and values.	75% of the students participating in these activities will be able to differentiate among life styles of five careers of their choice and correlate their personal attributes to same.
	2.116 The counselor will coordinate with ninth grade health teachers the use of the career center by students in their classes. The students will research and report on a career of their choice assigned to them by the teacher and show ten or more vocations related to this career.	___% of the students using the career center will develop a report and present it to members of the class.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 8th	March	6:07 7:23 7:24 9:18		D1, D2
7th - 8th	November	1:12 2:07 4:04 6:03 6:08 6:12 6:13 6:14 8:20 8:21		F1, F2, F3
9th	September	2:05 2:09 2:10 6:04 2:02 6:17		A2

OBJECTIVE	PROCESS	OUTCOME
	2.117 The counselor will consult with students using the career center to assist them synthesizing the information obtained in their research.	___% of the students using career center will request assistance from the counselor in correlating the information from their research with their interests and abilities.
	2.118 The counselor and teachers will coordinate to develop decision-making skills for the purpose of career planning through the CARE Project.	After having received two years of career information in the middle school the eighth grade students will value career planning as a meaningful decision-making area of their lives as evidenced by answering 75% of the survey instruments in a positive way. After receiving information about one's own abilities, interests, and achievement, the students will apply what is known about themselves to that which is known about careers as evidenced by their choice of curriculum as observed by teachers and counselor.
2.12 Parents will formulate occupational expectations that are consistent with their child's abilities and interests.	2.121 The counselor, upon request, will act as a resource person to parents through individual or group conferences to share accumulated data of interest patterns, abilities and academic achievement relating to their child's tentative occupational choice.	___% of parents using these services will agree with their child's tentative career choice.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
9th	September	6:04 2:02 6:17		A2
8th	November	1:02		A2
8th	November	1:02		
7th - 12th	Continuing			

2.2 An effective organization of work will be developed toward achievement of occupational goals.

The goal is for the student to develop adaptive and adjustive behaviors. Adaptive behavior implies a manipulation of the environment, and adjustive behavior implies the modification of personal behavior patterns to fit the existing conditions.

OBJECTIVE	PROCESS	OUTCOME
2.21 The student will develop occupational alternatives that are consistent with his ability and stated interests.	2.211 The counselor will coordinate with the science teachers group guidance activities in which students will analyze various career classifications and categorical systems. These activities will be designed to widen the student's perception from the narrow alternatives to wide alternatives of the work world.	75% of the students participating will be able to classify a list of careers into classification/clusters.
	2.212 The counselor will coordinate with teachers dissemination to students through discussion, role playing and models, resource persons, etc. information concerning the importance of cooperation and job satisfaction to job success, knowledge of the varying levels of skills in occupational clusters and the probability of changes due to supply and demand.	___% of the students participating will be able to identify jobs related to their tentative interests and academic skills and identify appropriate occupational clusters commensurate with their abilities.
	2.213 The counselor and/or teachers will coordinate with local civic/business/professional organizations to develop activities whereby students can explore career alternatives.	___% of the students participating in these activities will be able to state that they acquired new knowledge of career alternatives.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th, 8th	April	2:04		B2
7th - 12th	Continuing	2:02 5:04 5:05 5:15 6:17		B2
9th - 12th	Continuing	1:08 2:01 2:11 9:03		B2

OBJECTIVE	PROCESS	OUTCOME
2.22 The student will choose hobbies, extra-curricular activities, and exploratory work experiences that are consistent with his tentative occupational choice and his abilities.	2.221 The counselor will consult with teachers and students about how hobbies and extra-curricular activities can become a career.	___% of the students participating will be able to list, orally or in writing, hobbies and/or extra-curricular activities which could result in potential careers.
	2.222 The counselor will coordinate with the physical education teachers to provide students information concerning the changing role of women which expands career alternatives open to them.	75% of the students will be able to state two main reasons responsible for expanded career opportunities open to women.
	2.223 The counselor will coordinate with the physical education teachers activities and experiences that demonstrate the relationship between skills learned for life time sports and leisure time and/or related occupations.	80% of the students will be able to name five local recreational/leisure facilities and name five related occupations.
	2.224 The counselor will coordinate sources of job placement and the availability of students who need "hands on" work experience.	___% of the students who need work experience shall be provided the opportunity for these experiences.
	2.225 The counselor will refer students seeking work experience to the Placement Center at the high school for job placement.	___% of the students desiring work experience shall be provided opportunity for that experience. The community shall be provided employees for part-time employment.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
6th - 12th	Continuing	2:01 6:03 9:03		G
7th - 8th	March	4:04 5:08 6:04 6:13 6:16 6:17 7:06		F3
7th - 8th	March	6:03 6:07 9:18		G, B2
7th - 12th	Continuing	3:01 3:02 3:08 5:15 5:18		B2
9th - 12th	Continuing	3:01 3:02 3:03 3:07 3:08 4:11 5:05 5:07 5:08 5:15 5:18		B3

OBJECTIVE	PROCESS	OUTCOME
	2.226 Upon request, the counselor will serve as a resource person to club sponsors to provide career information.	___% of the club sponsors will utilize the counselor as a resource person.
2.23 The student will develop an attitude that maximum effort (consistent with his abiltiy) on work tasks is important.	2.231 Through group guidance the counselor will assist students in formulating concepts and attitudes necessary for successful future work experience.	___% of the students participating in group guidance will demonstrate persistence and consistency in their school tasks as reported by the teacher.
	2.232 The counselor will consult with teachers for the need to reinforce the concepts of consistent and persistent performance in assigned school tasks.	The counselor will observe a 50% increase in maximum effort on school tasks by students in classrooms where the concepts are reinforced.
	2.233 The administrator, pupil personnel staff and teachers consult with those students who have not adequately synthesized the concepts of consistency and persistency in work and school tasks.	85% of those students consulted will have acquired synthesis of these concepts by the next reporting period as evidenced by their not requiring additional consultation on this matter.
	2.234 The counselor will coordinate with language arts teachers, activities whereby the students will analyze the relationship between the school as a work setting and training program for the future.	After having participated in selected activities, 75% of the students will be able to assess their own study habits, attitudes, and skills; and will be able to monitor themselves in the future without further assistance.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
9th - 12th	Continuing			G
K - 6th	Continuing	4:04 4:05 4:07 4:08 4:10 4:11 4:13 4:15 6:14 6:15		
K - 6th	Continuing	4:05 4:10 6:15		
2nd - 12th	Continuing	4:01 4:05 4:10 6:15		
7th - 8th	Continuing	1:01 1:02 6:06 9:02 9:03 9:04		

OBJECTIVE	PROCESS	OUTCOME
	2.235 The counselor will coordinate with teachers of health classes the presentation of a unit on attitudes. The unit shall include simulated job situations involving initiative, and having students assume, at different times, the role of employer and employee.	___% of the students, after observing and participating in skits and role playing situations which depict examples of different attitudes, will identify and describe keys to career success, such as positive attitudes and maximum effort.
	2.236 The counselor will coordinate with teachers of sophomore social studies classes methods of stressing initiative on the part of an employee.	___% of the students participating will be able to list ten positive attitudes about work.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
9th	Continuing	3:09 4:02 4:03 4:04 4:05 4:07 4:08 4:09 4:11 4:15 4:16 4:17 4:18 4:19 4:20 4:21 4:22 4:23 4:24 4:25 5:02 5:03 7:03		F1
10th	Continuing	3:09 4:02 4:03 4:04 4:05 4:07 4:08 4:09 4:11 4:15 4:16 4:17 4:18 4:19 4:20 4:21 4:22 4:23 4:24 4:25 5:02 5:03 7:03		F1

3.0 ACTION

3.1 To effectively implement career choices.
The goal is for the student to commit himself to his chosen career. Although the student must select an acceptable method of training, he still has some freedom to choose among various acceptable methods.

OBJECTIVE	PROCESS	OUTCOME
3.11 The student will participate in a training program that is necessary for entrance into his chosen occupation.	3.111 The counselor will serve as a resource person to terminating students and graduates concerning applicability of training programs in meeting their individual needs such as: . Community College and Technical School . Job Corps . Military . GED Program, Adult and Continuing Education Program . Apprentice Program.	___% of the terminating and graduating students receiving these services will identify a course of action.
3.12 The student will make the adjustments necessary to maintain consistent progress toward the achievement of vocational goals.	3.121 The counselor will counsel and/or consult with those students who, when faced with obstacles to the attainment of career goals, need assistance in demonstrating behavioral consistency, willingness to compromise and initiative in seeking means to the desired end.	85% of those students consulted and/or counseled will demonstrate adjustive behaviors as evidenced by their ability to continue in their progress toward career goals.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
9th - 12th	Continuing	1:05 1:07 1:09 1:10 1:11 1:12 2:01 2:02 2:03 2:07 2:11 3:07 3:08 3:09 4:05 5:18 6:01 6:04 6:05 7:04 7:07 7:12 7:15 7:19		B2
9th - 12th	Continuing	7:10		

3.2 To derive personal satisfaction from the pursuit of a vocation.
The goal is for the student to interpret his chosen vocation as meaningful and satisfying to him. This implies involvement in a vocation that is consistent with the student's ability and interest. It also implies that acquisition of skills which are essential for adequate performance (by intrinsic and extrinsic standards) in his chosen vocation. The student must see himself as fitting the life style of the occupation to which he is committed.

OBJECTIVE	PROCESS	OUTCOME
3.21 The student will have congruence between his chosen vocation and his measured abiltiy and interest.	3.211 The counselor will consult and/or counsel with students to review their chosen occupation, alternatives, measurement of abilities, aptitudes, interests and life styles to determine congruence.	60% of the students' follow-up study indicate they are successfully pursuing their chosen or related occupation (self evaluation).
3.22 For the student to have congurence between his aspired life style (values, mode of living, friends, rewards, etc.) and the life style of his chosen vocation.	3.221 The counselor will coordinate with teachers in group discussions to obtain written statements from students demonstrating their ability to internalize the congruence between their aspired life style and the life style of their chosen vocation.	90% of the students will be able to state in written form an understanding of their life style aspirations and congruence with occupational aspirations.
	3.222 The counselor will counsel individually with those students who have not internalized a clear understanding of their life style aspirations consistent with their occupational choice.	95% of those students individually counseled will be able to demonstrate verbally their internalization of their life style aspirations and congruence with occupational aspirations.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
9th - 12th	Continuing	4:04 4:07 4:08 4:09 4:17 4:18 4:23 4:24 4:25 6:17		
9th - 12th	Continuing	4:04 4:07 4:08 4:09 4:17 4:18 4:23 4:24 4:25 6:17		
9th - 12th	Continuing	4:04 4:07 4:08 4:09 4:17 4:18 4:23 4:24 4:25 6:17		

GUIDANCE PROGRAM

Social Domain

SOCIAL DOMAIN

1.0 AWARENESS

1.1 To develop an awareness of social responsibilities, and opportunities, and expectancies.
The goal is for the student to become knowledgeable about the social setting within which he operates - including such groups as his family, peers, and significant others. The emphasis is on awareness of the opportunities and requirements of his social environment such as social expectations and social customs. It is important that he be able to differentiate his roles in the social groups with which he is, or may be, affiliated.

OBJECTIVE	PROCESS	OUTCOME
1.11 The student will become aware of the need to identify and affiliate with basic social groups.	1.111 The counselor will coordinate with teachers in the primary teams to conduct group guidance sessions to make students aware of the basic social groups, ie., family, peers, classmates. This awareness will include the purposes of groups as well as recognition of the difference between groups.	___% of the students will be able to verbally identify basic social groups and the reasons for affiliating with these groups.
	1.112 The counselor will consult individually with those students who were unable to verbalize their awareness of the basic social groups and their reason to affiliate with these groups.	___% of the students receiving this consultation will be able to identify basic social groups and the reasons for affiliating with these groups.
	1.113 The counselor will consult with new students concerning the awareness of the basic social groups.	___% of these students will be able to verbally identify the basic social groups.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
K - 3rd	Continuing		1.6 1.13 2.19 2.35	F1, F2, F3, A3, A2, C1
K - 3rd	Continuing		1.6 1.13 2.19 2.35	F1, F2, F3, A2, C1, A3
K - 3rd	Continuing		1.6 1.13 2.19 2.35	F1, F2, F3, A2, C1, A3

OBJECTIVE	PROCESS	OUTCOME
	1.114 The counselor will conduct group guidance with students to assist them in becoming aware of the quality of relationships. . on a one to one basis . with homogeneous groups . with heterogenous groups . with peers . with family group . with adults	60% of the students participating in group guidance will request subsequent group counseling based upon perceived student need. Parents, through information shared by students, will request conferences with the counselor to understand the developmental level of their children as it relates to their changing role.
	1.115 The counselor and/or teacher will provide opportunities for the students, through individual, group and classroom discussions, to obtain information regarding social groups and clubs which will be congruent with their tentative life style choices.	Students participating in the discussion will state orally or in writing that their participation in group activities is congruent with their tentative lifestyle choices.
1.12 The student will become aware of the social groups that are available to him or are imposed upon him.	1.121 Counselor will coordinate with teachers to provide information to students and parents concerning the various service and athletic organizations available to students. This information will include the goals, purposes and activities of the organizations.	___% of the students receiving this information will be able to discuss the goals, purposes and activities of the various organizations.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 8th	Continuing		1.7 1.9 1.12 1.13 2.5 2.10 2.35	F1, F2, F3, A3, G, A2, D1. C1
9th - 12th	Continuing			
K - 6th	Continuing			

OBJECTIVE	PROCESS	OUTCOME
	1.122 The counselor will consult with teachers concerning curriculum-intergrated activities that will provide the students with an awareness of social groups that are freely chosen and of social groups that are imposed upon him.	From a list of ten social groups, the student will be able to correctly identify whether they are freely chosen or imposed. These students will be able to do this activity with 80% accuracy.
	1.123 The counselor will consult individually or in small groups with those students who have not developed an awareness of which social groups are available to them or are imposed upon them.	___% of the students receiving this consultation will be able to distinguish between imposed and chosen social groups with 90% mastery on a checklist.
1.13 The student will become aware of the nature and social acceptability of the attitudes and values of social groups with which he affiliates or which may be open to him.	1.131 The counselor will work with students using group guidance techniques, materials and resources such as filmstrips, unfinished stories, role playing and tapes to make the student aware of the attitudes and values of social groups with which he affiliates or which may be open to him.	___% of the students are able to complete unfinished stories, to respond to filmstrip manual questions, to role play, and to respond to questions on tapes.
	1.132 The counselor will conduct group guidance to assist students in developing an awareness of their likenesses and differences and of the need to accept all people on the basis of	95% of the students will be able to list, orally or in written form, four ways in which all people are the same and four ways in which people may be different.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
K - 6th	Continuing		1.2 1.3 1.9 1.13 2.10 2.19	A3, D1, F1, F2, F3
2nd - 12th	Continuing		1.2 1.3 1.9 1.13 2.10 2.19	A3, F3, F2, D1, F1
K - 6th	Continuing		1.5	F1, F2, F3
K - 6th	Continuing		1.5 1.6 1.8	A3, F2, F3

OBJECTIVE	PROCESS	OUTCOME
	their individual worth.	
	1.133 The counselor will consult with administrators and teachers to insure the coordination of values clarification activities. This coordination includes careful planning so that activities are not repeated for the same students.	___% of a sample of students, when given a list of values clarification activities, will report having participated in activities not more than one time.
1.14 The student will become aware of the different skills needed for effective functioning in each of his social groups such as cooperation, compromise, and respect for others.	1.141 The counselor will provide opportunities for students to participate in group guidance activities using T.A., Duso and Magic Circle, etc., to become aware of the skills needed in cooperation, compromise and respect for others.	___% of the students participating in these activities will be able to achieve the objectives of the program.
	1.142 For those students who are unable to demonstrate an awareness of these skills, the counselor will consult or counsel with them on an individual or small group basis.	___% of the students participating in these activities will be able to achieve the objectives of the programs.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 12th	Continuing		1.2 1.4 1.5 1.6 1.11 2.3 2.4 2.5	A2, A3, F3 F1, F2
K - 6th	Continuing		1.2 1.6	A3, F1, F2, F3
K - 12th			1.2 1.6	A3, F1, F2, F3

1.2 To develop an awareness of self in the social setting.
The goal is for the student to develop an accurate perception of himself with regard to the social groups with which he affiliates (family, peers, and significant others). The emphasis is one of self-understanding of social skills, attitudes, and motivations. As result of these understandings, the student can begin to clarify his role in different social situations and identify with social groups appropriate to his need structure and to social expectation.

OBJECTIVE	PROCESS	OUTCOME
1.21 The student will become aware of his abiltiy to function in social groups and his limitation in functioning in specific social groups.	1.211 The counselor will coordinate with the teachers to provide group guidance activities concerning students' abilities to function in social groups using programs such as Duso, T.A., Magic Circle, etc.	___% of participating students will be able to discuss their abilities and limitations to function in social groups. . The meaning of friendship. . The ability to identify ways to make friends. . Ability to analyze their behavior and determine their friendship qualities.
	1.212 The counselor will consult or counsel with those students who are unable to demonstrate an awareness of their abilties and limitations.	___% of the students participating in these activities will be able to achieve the objectives of the program.
	1.213 The counselor and/or teacher will provide activities that make the student aware of physical, mental and emotional characteristics.	85% of the students will describe themselves in relationship to their families as measured by teacher and/or counselor observation.
	1.214 The counselors will counsel individually with those students who are unable to develop an awareness of their abilities and limitations in functional in social groups.	75% of those students receiving individual counseling will be able to express orally their abilities and limitations to function within social groups.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
K - 6th	Continuing		1.12 1.13 2.5 2.6 2.12	A2, A3, F2 F3, G
K - 6th	Continuing		1.12 1.13 2.5 2.6 2.12	A2, A3, F2 F3, G
K - 6th	Continuing		1.12	A3
K - 12th	Continuing		1.12 1.13 2.5 2.6 2.12	A2, A3, F2 F3, G

OBJECTIVE	PROCESS	OUTCOME
	1.215 The counselor will consult and coordinate with the language arts teachers the instructional materials and activities for the mini-course, Who Am I?, with emphasis on development of awareness of personal strengths and weaknesses as they are manifested in different social groups.	100% of the students will be able to assess their individual strengths and weaknesses.
	1.216 The counselor will counsel individually and in groups, with students who need further assistance in developing an awareness of their ability to function in their social groups.	___% of the students receiving these services will demonstrate increased awareness of inter-personal skills as observed by counselor and teachers.
	1.217 The counselor will coordinate with the principal and teachers the Self Concept Inventory in order to monitor the progress of Goal I of the goals originated for the Andrews Learning System.	The Self Concept Inventory will have been given to the students in the most efficient way possible.
1.22 The student will become aware of his attitudes concerning school work and social situations and the need for balance.	1.221 The counselor will consult with teachers and parents to encourage students to become aware of the need for balance in school work and social activities.	___% of those students whose teachers and parents participate in this consultation will need no further counseling concerning the need for balance.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 8th	Continuing		1.5	F1, F2, F3
9th - 12th	Continuing		1.5	F1, F2, F3
K - 12th	May			
K - 6th	Continuing		1.3 1.8 1.9 2.24	A3, F3, A2, F2

OBJECTIVE	PROCESS	OUTCOME
	1.222 The counselor will coordinate with language arts teachers the use of instructional materials and activities necessary to conduct a unit on How To Study. The section on Time Management provides information for development of competencies necessary in achieving balance between effective participation in school work and social activities.	___% of the students receiving this instruction will be able to plot a weekly time chart demonstrating balanced utilization of time.
	1.223 The counselor will counsel with individual students who at this level are unable to demonstrate balance of attitudes concerning school work and social participation.	___% of those students counseled will be able to establish realistic attitudes concerning school work, and social participation.
	1.224 The counselor will consult with parents to determine the extent of extra-curricular activities for the purpose of establishing a balance between school and social participation.	40% of the students whose partents were consulted will evidence establishment of a balance as indicated by improved adaptive behaviors.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 8th	Continuing		1.3 1.8 1.9 2.24	A3, F3, A2, F2
7th - 12th	Continuing		1.3 1.8 1.9 2.24	A3, F3, A2, F2
7th - 12th	Continuing			

2.0 ACCOMODATION

2.1 To develop an accurate concept of self in the social setting.
The goal is for the student to synthesize facts and knowledge pertaining to himself and his social groups into a rational and useful order. This conceptualization will enable the student to evaluate his social affiliations, make decisions, and acquire value patterns. These affiliations, decisions, and value patterns should move the student in a direction of satisfying social relationships that are within the normative behavioral tolerances of his school, family, and community.

OBJECTIVE	PROCESS	OUTCOME
2.11 The student will evaluate opportunities for social affiliation and will choose social groups that are within the normative tolerances of his society.	2.111 The counselor will consult with teachers to assist them in developing sociograms to be used in group guidance with students to help them in evaluating opportunities for social affiliation.	95% of those students participating in group guidance will choose social groups that are within the normative tolerance of their society.
	2.112 The counselor will coordinate with seventh grade social studies teachers and learning center teacher to team teach TA concepts to all seventh grade students.	90% of the students receiving this instruction will complete the survey instrument and will indicate they perceive that the concepts have been beneficial to them.
	2.113 The counselor will coordinate with seventh, eighth and ninth grade teachers to integrate the presentation of values clarification activities and concepts into the curriculum.	95% of the students receiving this instruction will have no violations of rules requiring referral to the principal for discipline or no suspension or expulsion.
	2.114 The counselor will counsel individually with those students who indicate through checklists and survey intruments that they have not acquired the concepts presented through the values clarification activities.	50% of the students participating in this counseling will indicate understanding of values clarification concepts based on results of checklist and survey completion and counselor observation.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
K - 6th	Continuing		1.12	A3, F2, F3
7th	Continuing		1.4 1.5 1.6 1.8 2.11	A3, F1, F2, F3
7th - 9th	Continuing		1.4 2.3 2.4 2.5 2.8	A3, A2, F2
7th - 9th	Continuing		1.4 2.3 2.4 2.5 2.8	A3, A2, F2

2.2 To develop an effective organization of efforts toward the achievement of satisfying and acceptable social relationships.

The goal is for the student to develop adaptive and adjustive social behaviors. Thus the student must be able to select and affiliate with social groups that will bring him satisfying relationships and also be able to work effectively with groups in which he has no choice of affiliation.

OBJECTIVE	PROCESS	OUTCOME
2.21 The student will become competent in skills that are needed for effective functioning in his social groups (family, peers, and significant others).	2.211 The counselor will consult with teachers and/or parents regarding the need for models which demonstrate adaptive behaviors such as cooperation and compromise.	Models will be provided for ___% of the students needing them.
	2.212 The counselor will coordinate with science teachers the instructional planning for the teaching of a mini-course in psychology The counselor is responsible for presenting the instruction on interpreting behavior, understanding motives for behavior and understanding body language. This course is based on the premise that behavior stems from need.	90% of the students receiving this instruction will be able to orally interpret the meanings of behaviors protrayed through skits.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
K - 6th	Continuing			
7th - 8th	Continuing		2.10 2.13 2.17 2.18	F1, F2, D1

OBJECTIVE	PROCESS	OUTCOME
	2.213 The counselor will consult, plan and team teach with the home economics teacher a six-week mini-course on the family unit. This course presents the concepts of compromise, concern (for others), consideration, cooperation, confidence, communication, companionship and commitment as they pertain to the family unit. Activities on each of the "c's" consumes about three days time. Reflective listening to parents and siblings is an example of activities used, this one being a part of communications.	90% of the students taking this mini-course will indicate on the evaluation instrument that their relationships with family members have improved.
	2.214 The counselor invites parents of children who are taking the mini-course to participate in a parent study group. This parent study group is for nine sessions structured to include a reading assignment and utilizing Don Dinkmeyer's tapes on parenting.	___% of the parents participating in the study group will indicate through the evaluation instrument improved relationships in the home.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 8th	Continuing		2.05 2.19 2.35	A2, A3, F2, F3, C1
7th - 8th	Continuing			

OBJECTIVE	PROCESS	OUTCOME
	2.215 The counselor will consult, plan and team teach with science teachers presentation of the mini-course, Death: A Natural Part of Life. This course includes the skills and understandings involved in the natural processes, i.e. bargaining, grief, anger, and guilt.	___% of the students taking this course will complete an evaluation instrument which indicates the course has diminished their fear of death and has increased their understanding and acceptance of the loss or possible loss of family and/or friends.
	2.216 The counselor will consult and/or counsel with those students from mini-courses who desire additional individual time.	___% of those students receiving this consultation will express closure.
	2.217 The counselor and/or health teachers will provide activities from New Model Me, where students can demonstrate skills needed for effective functioning in social groups, such as cooperation, compromise, and active participation in the interest of the group.	80% of those students participating in New Model Me will demonstrate accomodation level skill mastery by moving immediately to the action level.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 8th	Continuing		1.8 1.9 2.10 2.11 2.12	A3, F3, D1, F1, F2
7th - 8th	Continuing		1.8 1.9 2.10 2.11 2.12	A3, F3, D1, F1, F2
9th	First Quarter		1.2 1.3 1.4 1.5 1.6 2.5 2.19	A3, F1, F2, F3

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
9th	Continuing		1.2 1.3 1.4 1.5 1.6 2.5 2.19	A3, F1, F2, F3
7th - 12th	Continuing		1.2 1.3 1.4 1.5 1.6 1.8 1.9 1.11 1.12 1.14 2.1 2.2 2.3 2.4 2.5 2.6 2.9	A3, F1, F2, F3 G, C1, C2, C3
K - 6th	Continuing			

OBJECTIVE	PROCESS	OUTCOME
	social groups available to the students.	
	2.222 Through individual and group counseling the counselor will help students explore opportunities for affiliation and participation in satisfying social groups.	90% of those students counseled individually or in groups will find some satisfying social group with which they can affiliate.
	2.223 The counselor will consult with teachers and club sponsors to coordinate the formation of task-oriented groups which will provide opportunities for student affiliation and participation.	Teachers will choose to form task-oriented groups which will provide constructive experiences satisfying to the students and within the normative tolerances of their society.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 8th	Continuing		1.2 1.12	A3, F2, F3, G
9th - 12th	Continuing			

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
K - 6th	Continuing		1.7 1.8	A3, F1, F2, F3
K-12	Continuing			
9th - 12th	Continuing		1.8 2.11	A3, F3, F2
K - 6th	Continuing		1.9	A3, F2, F3
7th - 12th	Continuing		1.9	A3, F2, F3

OBJECTIVE	PROCESS	OUTCOME
	staff members to exercise the demoncratic process in classroom management and student government by allowing students an opportunity to voice independent and/or contrary views in an acceptable fashion.	
	3.123 The counselor will consult and coordinate with teachers and club sponsors to encourage students to exercise their abilities in expression independent social views without destructive emotional involvement or anti-social behavior.	___% of the students receiving this encouragement will be able to demonstrate their abilities.
	3.124 The counselor will, through individual and group counseling, assist those students who are unable to function at an unemotional level when expressing their independent views	___% of students receiving individual or group counseling will be effective in expressing independent social views as determined by the counselor's decision to terminate sessions.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
7th - 12th	Continuing		1.9	A3, F2, F3
7th - 12th	Continuing		1.9	A3, F2, F3

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3.2 To consistently demonstrate social adequacy.

The goal is for the student to continue a display of social behavior that is within normative tolerances. Implicit in this goal is the reaching out for new social experiences and a display of competency in meeting them. This behavior is best evidenced by a lack of conflict in social activities.

OBJECTIVE	PROCESS	OUTCOME
3.21 The student will make contributions (consistent with his abiltiy) to the social groups of which he is a part and will actively seek new social experiences and cope with them adequately.	3.211 The counselor will conduct group guidance activities (e.g. simulation role play, real experiences) for classroom groups or small groups to provide opportunities for demonstration of social adequacy.	___% of the students display contributive behavior in social situations and are able to apply what is learned in simulated experiences to real situations when the need arises as measured by teacher observation and reporting.
	3.212 The counselor will pro- individual counseling for students who are unable to demonstrate social adequacy.	As a result of individual counseling, the student will make contributions to social groups by displaying contributive behavior as measured by fewer requests by these students or their teachers for this type of individual counseling.

GRADE	TIME(S)	CAREER OUTCOME	CP & DE OUTCOME	STATE GOALS
K - 12th	Continuing		1.12	A3, F2, F3, G
K - 12th	Continuing		1.12	

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APPENDIX

REFERENCES

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Texas Education Agency, Austin, Texas, 1973.

Goals for Public School Education in Texas,
Texas Education Agency, Austin, Texas 1976.

The School Counselor: His Work Environment, Roles and Competencies, Div. of Guidance Services, Texas Education Agency, Austin, Texas, 1971.

O'Hare, R. W. and Lasser, B. Evaluating Pupil Personnel Program. Monograph number 2. California: California Personnel and Guidance Association, 1971.

Sullivan, H. J. Objectives, Evaluation, and Improved Learner Achievement. In W. J. Popham, et al, Instructional Objectives. Washington, D. C.: American Educational Research Association, 1969.

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Accountability in Pupil Personnel Services - A Process Guide for the Development of Objectives. California Personnel and Guidance Association, 654E Commonwealth Avenue, Fullerton, California, 92631.

PROCESS EVALUATION INSTRUMENT

Directions for Using the Instrument:

The process square is left blank if the process has not been done.

The process square is marked with diagonal slash marks if the process is currently being done, but it is to be completed at a later date.

The process square is filled in completely and appears solid if the process has been completed.

The process percent of proficiency is available as shown by the portion of solid and blank spaces.

Explanation: The form is designed to show a continuous flow of processes. The elementary, middle school and high school process evaluation instruments may be sequenced in vertical order to show the flow of educational levels and development of concepts.

PROCESS EVALUATION INSTRUMENT
Andrews ISD Elementary Guidance Program

EDUCATIONAL DOMAIN	CAREER DOMAIN	SOCIAL DOMAIN
1.0 AWARENESS 1.1 Awareness of the educational setting	1.0 AWARENESS 1.1 Awareness of the world of work	1.0 AWARENESS 1.1 Awareness of social responsibilities, opportunities, and expectancies
1.111	1.111	1.111
1.112	1.113	1.112
1.113	1.114	1.113
1.114	1.115	1.121
1.115	1.116	1.122
1.116	NO PROCESS	1.123
NO PROCESS	NO PROCESS	1.131
NO PROCESS	NO PROCESS	1.132
NO PROCESS	NO PROCESS	1.141
NO PROCESS	NO PROCESS	1.142
1.2 Awareness of self in the educational setting.	1.2 Awareness of self in the world of work.	1.2 Awareness of self in the social setting.
1.212	1.211	1.211
1.213	1.212	1.212
1.214	NO PROCESS	1.213
1.215	NO PROCESS	1.214

NO PROCESS	NO PROCESS	1.217
NO PROCESS	NO PROCESS	1.221
2.0 ACCOMODATION 2.1 Concept of self in the educational setting.	2.0 ACCOMODATION 2.1 Concept of self in the world of work.	2.0 ACCOMODATION 2.11 Concept of self in the social setting
2.111	NO PROCESS	2.111
2.112	NO PROCESS	NO PROCESS
2.113	NO PROCESS	NO PROCESS
2.114	NO PROCESS	NO PROCESS
2.131	NO PROCESS	NO PROCESS
2.134	NO PROCESS	NO PROCESS
2.142	NO PROCESS	NO PROCESS
2.143	NO PROCESS	NO PROCESS
	2.2 Development of effective work organization toward occupational goals.	2.2 Development of effective efforts toward achieving acceptable social relationships.
NO PROCESS	2.221	2.211
NO PROCESS	2.231	2.221
NO PROCESS	2.232	NO PROCESS
NO PROCESS	2.233	NO PROCESS
3.0 ACTION 3.1 Coping constructively with demands of the educational environment.	3.0 ACTION 3.1 Implementing of career choices.	3.0 ACTION 3.1 Coping constructively with demands of social groups.

3.111	NO PROCESS	3.111
3.112	NO PROCESS	3.112
3.113	NO PROCESS	3.121
3.121	NO PROCESS	NO PROCESS
3.131	NO PROCESS	NO PROCESS
3.132	NO PROCESS	NO PROCESS
3.133	NO PROCESS	NO PROCESS
3.2 Attaining personal satisfaction from personal experiences	3.2 Deriving personal satisfaction from the pursuit of a vocation.	3.2 Demonstrating social adequacy.
3.211	NO PROCESS	3.211
NO PROCESS	NO PROCESS	3.212
3.3 Working toward and realizing chosen educational plans.	NO PROCESS	NO PROCESS
3.311	NO PROCESS	NO PROCESS

PROCESS EVALUATION INSTRUMENT
Andrews ISD Middle School Guidance Program

EDUCATIONAL DOMAIN	CAREER DOMAIN	SOCIAL DOMAIN
1.0 AWARENESS 1.1 Awareness of the educational setting	1.0 AWARENESS 1.1 Awareness of the world of work.	1.0 AWARENESS 1.1 Awareness of social responsibilities, opportunities, and expectancies
1.113	1.111	1.114
1.116	1.112	1.123
1.117	1.116	1.133
1.118	1.117	1.142
1.119	1.119	NO PROCESS
1.120	NO PROCESS	NO PROCESS
NO PROCESS	NO PROCESS	NO PROCESS
NO PROCESS	NO PROCESS	NO PROCESS
1.2 Awareness of self in the educational setting.	1.2 Awareness of self in the world of work.	1.2 Awareness of self in the social setting.
1.211	1.213	1.214
1.212	1.214	1.215
1.214	1.215	1.217
NO PROCESS	1.216	1.222
NO PROCESS	NO PROCESS	1.223
NO PROCESS	NO PROCESS	1.224

NO PROCESS	1.216	1.222
NO PROCESS	NO PROCESS	1.223
NO PROCESS	NO PROCESS	1.224
2.0 ACCOMODATION 2.1 Concepts of self in the educational setting	2.0 ACCOMODATION 2.1 Concept of self in the world of work.	2.0 ACCOMODATION 2.1 Concept of self in the social setting.
2.111	2.111	2.112
2.112	2.112	2.113
2.113	2.113	2.114
2.114	2.114	NO PROCESS
2.121	2.115	NO PROCESS
2.122	2.118	NO PROCESS
2.123	2.121	NO PROCESS
2.131	NO PROCESS	NO PROCESS
2.132	NO PROCESS	NO PROCESS
2.133	NO PROCESS	NO PROCESS
2.134	NO PROCESS	NO PROCESS
2.141	NO PROCESS	NO PROCESS
2.142	NO PROCESS	NO PROCESS
NO PROCESS	NO PROCESS	NO PROCESS

NO PROCESS	2.2 Development of effective work organization toward occupational goals.	2.2 Development of effective efforts toward achieving acceptable social relationships.
NO PROCESS	2.211	2.212
NO PROCESS	2.212	2.213
NO PROCESS	2.221	2.214
NO PROCESS	2.222	2.215
NO PROCESS	2.223	2.216
NO PROCESS	2.224	2.219
NO PROCESS	2.233	2.222
NO PROCESS	2.234	NO PROCESS
3.0 ACTION 3.1 Coping constructively with demands of educational environment.	3.0 ACTION 3.1 Implementing career choices.	3.0 ACTION 3.1 Coping constructively with demands of social groups.
3.111	NO PROCESS	3.112
3.112	NO PROCESS	3.122
3.113	NO PROCESS	3.123
3.121	NO PROCESS	3.124
3.131	NO PROCESS	NO PROCESS
3.132	NO PROCESS	NO PROCESS
3.133	NO PROCESS	NO PROCESS

3.2 Attaining personal satisfaction from educational experiences	3.2 Deriving personal satisfaction from the pursuit of a vocation.	3.2 Demonstrating social adequacy.
3.211	NO PROCESS	3.211
3.212	NO PROCESS	3.212
3.3 Working toward and realizing chosen educational plans.		
3.311	NO PROCESS	NO PROCESS

PROCESS EVALUATION INSTRUMENT
Andrews ISD High School Guidance Program

EDUCATIONAL DOMAIN	CAREER DOMAIN	SOCIAL DOMAIN
1.0 AWARENESS 1.1 Awareness of the education setting	1.0 AWARENESS 1.1 Awareness of the world of work	1.0 AWARENESS 1.1 Awareness of social responsibilities, opportunities and expectancies.
1.121	NO PROCESS	NO PROCESS
1.122	1.111	1.115
1.123	1.112	1.123
NO PROCESS	1.118	1.333
NO PROCESS	1.119	1.142
NO PROCESS	1.120	NO PROCESS
1.2 Awareness of self in the educational setting	1.2 Awareness of self in the world of work.	1.2 Awareness of self in the social setting.
1.211	1.217	1.214
1.212	NO PROCESS	1.216
1.216	NO PROCESS	1.217
1.217	NO PROCESS	1.223
1.218	NO PROCESS	1.224
1.219	NO PROCESS	NO PROCESS
1.220	NO PROCESS	NO PROCESS
2.0 ACCOMODATION 2.1 Concept of self in educational setting	2.0 ACCOMODATION 2.1 Concepts of self in the world of work.	2.0 ACCOMODATION 2.1 Concept of self in social setting
2.111	2.116	2.113

2.112	2.117	2.114
2.113	2.121	NO PROCESS
2.114	2.2 Development of effective work organization toward occupational goals.	2.2 Development of effective efforts toward achieving acceptable social relationships.
2.121	NO PROCESS	NO PROCESS
2.122	2.212	2.217
2.123	2.213	2.218
2.124	2.221	2.219
2.125	2.224	2.223
2.131	2.225	NO PROCESS
2.134	2.226	NO PROCESS
2.135	2.233	NO PROCESS
2.141	2.235	NO PROCESS
2.142	2.236	NO PROCESS
3.0 ACTION 3.1 Coping constructively with demands of educational environment.	3.0 ACTION 3.1 Implementing of career choice.	3.0 ACTION 3.1 Coping constructively with demands of social groups.
3.111	3.111	3.113
3.112	3.121	3.122
3.113	NO PROCESS	3.123

3.121	NO PROCESS	3.124
3.131	NO PROCESS	NO PROCESS
3.132	NO PROCESS	NO PROCESS
3.133	NO PROCESS	NO PROCESS
3.2 Attaining personal satisfaction from personal experiences	3.2 Derive personal satisfaction from the pursuit of a vocation	3.2 Demonstrating social adequacy.
3.211	3.211	3.211
3.212	3.221	3.212
NO PROCESS	3.222	NO PROCESS
NO PROCESS	NO PROCESS	NO PROCESS
3.3 Working toward realizing chosen educational plans	NO PROCESS	NO PROCESS
3.311	NO PROCESS	NO PROCESS
3.312	NO PROCESS	NO PROCESS
3.313	NO PROCESS	NO PROCESS

USE OF TIME SHEET/TIME LOG

To utilize these pages for evaluation of the guidance counselor's time spent on the processes, the following has been developed.

All processes have been numbered, alphabetized, and listed on the time sheet. The time log lists the processes as well as a place to include the number of students involved in the process (N) and the amount of time spent(T) on the process.

To use the time sheet and time log, simply line up the alphabetical indicators on the time sheet with those on the time log and write in the number of students and the amount of time under the appropriate box. Each time log page will accommodate ten days, with spaces provided for the dates the page was used.

ANDREWS INDEPENDENT SCHOOL DISTRICT
Andrews, Texas

ELEMENTARY COUNSELOR'S TIME SHEET

For ________, 19___-___ School ____________________ Counselor ________________
Month Sch.Yr.

I. Individual Counseling
   A. Counsel students concerning realistic expectancies (2.142)...... ______
   B. Expressing independent views acceptably (3.132)E............... ______
   C. Persistent-consistent work habits (3.112)E...................... ______
   D. School climates - School environment (3.121)E.................. ______
   E. Effective functioning in his social group (1.123S) (1.212S).... ______
   F. Using coping behaviors (3.112E) (3.112S)....................... ______
   G. Social adequacy (3.212S)....................................... ______
   H. Cooperation and compromise (1.142S)............................ ______
II. Consultation Coordination
   A. Review records of 6th graders with Middle School Counselor (1.113E).. ______
   B. Counsel teachers on realistic expectancies (2.142)............. ______
   C. Co-ordinate career education in K-6 (1.111C)................... ______
   D. Case conferences planning educational alternative (3.311E).... ______
   E. Consult with teachers - concepts for school performance (2.111) (2.112)E.. ______
   F. Teachers - School climate and school environment (3.121)E...... ______
   G. Teachers - participation in school and social activities (3.111)E (1.121S)... ______
   H. Teachers - models for adaptive behaviors (3.113)E............. ______
   I. Teachers - developing sociograms (2.111S)..................... ______
   J. Teachers - opportunities for assuming responsibilities (3.111S) ______
   K. Teachers - academic difficulties (2.142)E...................... ______
   L. Teachers - student views acceptably (3.133E)................... ______
   M. Planning success strategies for students (3.211E)............. ______
   N. Teachers - interest related to occupation (1.211C)............ ______
   O. Teachers - how hobbies become careers (2.221C)................. ______
   P. Teachers - group guidance basic social groups (1.111S) (1.112S) (1.113S)... ______
   Q. Teacher - activities of social groups (1.122S) (1.123S)...... ______
   R. Balance in school work/social activities (1.221S)............. ______
   S. Significant adults for information/social groups (2.221S)..... ______
   T. Observation in classroom....................................... ______
III. Testing and Screening
   A. Meet with 4, 5, and 6 grade students to discuss test content (1.212)E... ______
   B. Interpret test to teachers in group (1.212E).................. ______
   C. Interpret test results to parents (2.134E)..................... ______
   D. Co-ordinate Self Quest Inventory (2.114E)...................... ______
   E. Co-ordinate self-concept inventory (1.217S).................... ______
IV. Parent Consultation
   A. Brochure will be given to parents (1.111)E..................... ______
   B. Parents on realistic expetancies (2.131)E...................... ______
   C. Social climates - social environment (3.121S).................. ______
   D. Participation in school and social activities (1.121S)(1.221S). ______

ANDREWS INDEPENDENT SCHOOL DISTRICT
Andrews, Texas

ELEMENTARY COUNSELOR'S TIME LOG

Month ______________ Year ______________

Process Dates																				
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  - E. Opportunities for assuming responsibilities (3.111S)
  - F. Letters and home visits to parents
  - G. Co-operation and compromise (2.211S)
  - H. Preparation for parent conferences
- V. Group Counseling and Guidance
  - A. Kindergarten and parents be invited to visit school (1.111E)
  - B. Kindergarten students will tour physical plant (1.112E)
  - C. Kindergarten and parents will be invited to eat in cafeteria (1.111E)
  - D. Middle school counselor attend 6th grade activities (1.114)E
  - E. Send letters to 7th grade students (1.115)E
  - F. Middle school counselor and 7th grade provide 6th grade students opportunities to ask questions (1.116)E
  - G. Expressing independent views acceptably (3.131)E
  - H. Concepts and attitudes for work experience (1.113C) (1.114C) (1.116C) (2.231C)
  - I. Awareness of likenesses and differences (1.213E) (1.132S) (1.213S)
  - J. Acceptability of attitudes and values in social groups (1.131S)
  - K. Effective functioning in his social groups (1.211S) (1.212S)
  - L. Awareness of ability and limitations of social groups (1.214S)
  - M. Express independent social views acceptably (3.121S)
  - N. Opportunities to demonstrate social adequacy (3.211S)
  - O. Co-ordinate with teachers on likes/dislikes (1.213E) (1.215)E
  - P. Co-ordinate with teachers on life styles and education (2.113)
  - Q. Group guidance on maximum effort (2.143)E
  - R. Persistant - consistent work habits (3.111E) (2.232C) (2.233C)
  - S. Special Ed. characteristics for world of work (1.212C)
  - T. Cooperation and compromise (1.141S) (1.142S) (1.115C) (2.211S)
  - U. Preparation for guidance groups
- VI. Professional Growth
  - A. Preparation for committee work and innovating
  - B. Preparation for information distribution
  - C. Preparation of guidance objectives/job descriptions/workshops, etc
  - D. Reading of professional literature
  - E. Attending seminars, workshops, conventions, meetings, etc
  - F. Time log
  - G. Faculty meetings
  - H. Serve on ARD committee
- VII. Clerical Tasks (forms, scheduling and making appointments)
- VIII. Travel Between Schools
  - A. Devonian to Underwood
  - B. Glorieta to San Andres
  - C. Devonian to San Andres
  - D. Devonian to Glorieta
  - E. San Andres to Underwood
  - F. San Andres to Devonian
  - G. Glorieta to Underwood
  - H. Devonian to Administration Building
  - I. Underwood to Administration Building
  - J. San Andres to Administration Building
  - K. San Andres to Jack and Jill
  - L. Glorieta to Jack and Jill
  - M. San Andres to Bo-Peep
  - N. Glorieta to Bo-Peep

Process Dates

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O. Glorieta to High School.. ________
P. Home Visits.. ________
Q. Andrews to Odessa.. ________
R. Andrews to Midland... ________
S. San Andres to Satellite School....................................... ________
T. Glorieta to Satellite School... ________
U. San Andres to town... ________
V. Glorieta to town... ________
W. San Andres to Cinderella... ________
X. Glorieta to Cinderella... ________

IX. Other
    A.
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Process Dates

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Signature________________________________ Date____________________

ANDREWS INDEPENDENT SCHOOL DISTRICT
Andrews, Texas

MIDDLE SCHOOL COUNSELOR'S TIME SHEET

I. INDIVIDUAL COUNSELING

A. Orientation of new students (E 1.119)
B. Re - academic difficulties (E 2.142)
C. Re - coping/school climate/environment (E 3.121)
D. Re - perseverance toward ed. goals (E 3.212)
E. Re - realistic expectations (E 2.142)
F. Re - hobbies related
G. Re - career information (C 1.119)
H. Re - congruence Kuder and Self Exploration (C 1.216)
I. Re - consistency - persistency in school tasks (E 3.112) (C 2.233)
J. Re - who have not developed social awareness (S 1.123)
K. Re - abilities/limitations in social groups (S 1.214)
L. Re - realistic balance school/social (S 1.223)
M. Re - affiliation with social groups (S 2.222)
N. Re - follow up-social adequacy (S 3.212)
O. Re - cooperation-compromize (S 1.142)
P. Re - behavior modification (S 2.219)
Q. Re - coping behavior (S 3.112)
R. Re - expressing independent views acceptably (S 3.122)
S. Re - follow-up independent views (S 3.124)
T. Re - concepts of values clarification (S 2.114)
U. Re - follow through from mini-courses (S 2.216)

II. CONSULTATION - COORDINATION

A. Re - plan orientation with principal/teachers (E 1.117)
B. Re - student handbook principal/teachers (E 1.118)
C. Re - conferences in-coming students (E 1.113)
D. Re - case conferences (E 2.142)
E. Re - relationships: education - stu. lives (E 2.111) (E 2.113)
F. Re - follow-up (E 2.112)
G. Re - study skills in classroom (E 2.141)
H. Re - persistent-consistent work habits/etc.(E 3.111)
I. Re - realistic expectations (E 2.142)
J. Re - coping behaviors for school demands (E 3.113)
K. Re - social climate/environments (E 3.121)
L. Re - success stradegies (E 3.211)
M. Re - potential dropout (E 3.311)
N. Re - opportunities/expressing independent views (E 3.133)(S 3.122) (S 3.123)
O. Re - teachers about career program (C 1.111) (C 1.112)
P. Re - S.S. teachers - Kuder (C 1.214)
Q. Re - S.S. teachers - Kuder/Self Exploration (C 1.215)
R. Re - decision making skills (E 2.121) (C 2.118)
S. Re - cooperation and compromise (S 1.142)
T. Re - values clarification (S 1.133) (S 2.113)
U. Re - careers relate personality/attitudes/ values/etc. (C 1.116)
V. Re - career with IA and CVAE (C 1.117)
W. Re - careers with SS teachers/interests/aptitude (C 1.213)
X. Re - careers with electives/career satisfaction (C 2.111)

MIDDLE SCHOOL TIME LOG

From ______________________ To ______________________ Year __________
Dates

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Y. Re - careers with H.E./"hands on" (C 2.112) family unit (S 2.213)..............
Z. Re - careers with L.A./How to study, "Who Am I"/Why school/personality (C 2.113) (C2.234) (S 1.215) (S 1.222)..............
AA. Re - careers with P.E./mental, physical emotional health/alternatives for women/life time sports (C 2.114) (C 2.222) (C 2.223)..............
BB. Re - careers with S.S. teachers/life styles/careers/Transactional Analysis (C 2.115) (S 2.112)..............
CC. Re - careers with Science teachers/technological/categories/psychology/Death education (C 2.211) (S 2.212) (S 2.215)..............
DD. Re - with teachers/interests related to jobs (C 2.212)..............
EE. Re - with teachers/hobbies-careers (C 2.221)..............
FF. Re - student job placement (C 2.224)..............

III. TESTING
A. Disseminate test information (E 1.212)..............
B. Self quest Inventory (E 2.114)..............
C. Self Concept Inventory (S 1.217)..............

IV. PARENT CONSULTATION
A. Test interpretation (E 2.134)..............
B. Availability for individual test interpretation (E 2.134)..............
C. Re - realistic expectations (E 2.131)..............
D. Re - tentative career choice (C 2.121)..............
E. Re - balance school/work/social (S 1.224)..............
F. Re - parent study of parenting process (E 2.132) (S 2.214)..............

V. GROUP COUNSELING AND GUIDANCE
A. Follow up orientation for 6th grade (E 1.116)..............
B. Re - preregistration (E 1.120)..............
C. Re - orientation to testing (E 1.211) ....
D. Re - curricula choices (E 2.122)..............
E. Re - curricula choices - follow-up (E 2.123)..............
F. Re - independent views acceptably (E 3.131)..............
G. Re - career information (C 1.119)..............
H. Re - cooperation and compromize (S 1.142)..............
I. Re - affiliation with social groups (S 2.222)..............
J. Re - social adequacy (S 3.211)..............
K. Re - quality of relationships (S 1.114)..............
L. Re - different social skills (S 1.123)..............
M. Re - likes/dislikes (E 1.214)..............

VI. PROFESSIONAL GROWTH
A. Re - committee work..............
B. Re - preparing information..............
C. Re - preparing guidance development..............
D. Re - professional literature..............
E. Re - seminars/workshops/inservice..............
F. Re - planning conferences..............

VII. CLERICAL TASKS
A. Re - forms/passes/memos/..............
B. Re - budget/inventories/purchase orders..............
C. Re - correspondence..............
D. Re - reports/evaluations..............
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From ____________________ To ____________________ Year __________

Dates

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VIII. OTHER

- A. Re - faculty meetings...
- B. Re - assembly/pep rally/etc...
- C.
- D.
- E.

Dates

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ANDREWS INDEPENDENT SCHOOL DISTRICT
Andrews, Texas

HIGH SCHOOL COUNSELOR'S TIME SHEET

For____________, 19__-____ School________________________ Counselor__________________
Month Sch. Yr.

I. INDIVIDUAL COUNSELING
- A. Counsel with students regarding meaning of education E 2.112-E 3.212.........
- B. Discuss post secondary goals C 3.111..
- C. Students not requesting PSAT/NMSQT E 1.219......................................
- D. Assist non-graduating students E 3.313..
- E. Provide opportunities to visit post high school educators E 3.312-C 1.118.....
- F. Confer concerning information and Career decisions C 1.119..................
- G. Assist students with projected plans E 2.125-C 3.211
- H. Coping with work world C 3.121..
- I. Occupations consistent with ability C 2.333-C 3.121-C 3.222
- J. Realistic Expectations E 2.742..
- K. Consistency and persistency in school tasks E 3.112..........................
- L. Coping Behavior S 3.112..
- M. Students understand their choices E 2.113..
- N. Students differentiate attitudes, values S 2.114................................
- O. Awareness of abilities, interests, attitudes, affiliation E 2.123,S 1.123, S 2.223..
- P. Express independent views acceptable S 3.124..................................
- Q. Counsel on balance in life S 1.217..
- R. Follow up on balance in life S 1.223..
- S. Abilities and limitation of function in society S 1.214......................
- T. Responsibility for group standards S 2.218-S 3.122............................
- U. Demonstrating social adequacy S 3.113-S 3.212..................................
- V. Confer with students concerning test results related to interest E 1.217......
- W. Counsel students regarding academic difficulities E 2.142....................
- X. Cooperation and Compromise S 1.142..
- Y. Abilities to function in social groups S 1.216....................................
- Z. Behavior Modification S 2.219..
- AA. Coping school climate and environment E 3.121................................

II. PARENT CONSULTATION
- A. Counselor available for conference E 2.134.......................................
- B. Parent interpretation of tests E 2.133...
- C. Letter to senior parents concerning college night E 3.135....................
- D. Realistic expectation of student goals E 2.131..................................
- E. Post secondary information available C 1.120...................................
- F. Resource person concerning occupational choices C 2.121...................
- G. Students balance in life S 1.224...
- H. Parenting process E 2.132...
- I. Regarding students with school participating E 3.111..........................

III. TESTING
- A. Orientation to testing E 1.211..
- B. Dissiminate test information to teachers E 1.212..............................
- C. Co-ordinate Self Quest Inventory E 2.114..
- D. Co-ordinate Self Concept Inventory S 1.217.......................................
- E. Eleventh graders acquainted with PSAT/NMSQT E 1.218.......................
- F. Twelfth graders given college exam and post high information E 1.220.........

ANDREWS INDEPENDENT SCHOOL DISTRICT
Andrews, Texas

HIGH SCHOOL TIME LOG

Month ______________________ Year ______

Process Dates

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IV. CONSULTATION - COORDINATION
- A. Conduct 8th grade Orientation and tour of high school E 1.121................
- B. Co-ordinate 9th grade Orientation E 1.122..................................
- C. Ninth graders list desired additional information E 1.123.................
- D. Information concerning tests-purpose, administration and results E 1.212......
- E. Role of education in students life E 2.111..................................
- F. Education levels and life styles E 2.113....................................
- G. Co-ordinate decision making skills E 2.121..................................
- H. Co-ordinate with Principals/teachers Self Quest Inventory E 2.114............
- I. Study skills in classroom E 2.141...
- J. Work habits/absenses/participation of students E 3.111......................
- K. Consistency and persistency in school tasks E 3.112.........................
- L. Coping behavior E 3.113...
- M. Importance of students expressing independent views E 3.113.................
- N. Strategies for students E 3.211...
- O. Teachers make realistic expectations of students E 3.311....................
- P. Co-ordinate implementation of Career Education C 1.111-C 1.112-C 2.212-C 2.236
- Q. Provide opportunities for students to view post secondary institutions C 1.118
- R. Co-ordinate Career Fair C 1.217...
- S. Career Center/Placement C 2.116-C 2.117-C 2.225.............................
- T. Co-ordinates with Community Organizations C 2.213-C 2.226...................
- U. Hobbies related to Careers C 2.221..
- V. Confer with teachers on student's choice C 3.221............................
- W. Assist to form groups for student affiliation S 1.115-S 2.223...............
- X. Confer with Principal, teachers concerning Value Clarification S 1.133.......
- Y. Co-ordinate values S 2.113-S 2.217..

V. GROUP COUNSELING AND GUIDANCE
- A. Projected educational plans E 1.216...
- B. Assistance on career decisions C 2.226......................................
- C. Practice independent views acceptable E 3.131...............................
- D. Cooperation and compromize S 2.142..
- E. Concerning Curricular-extra curricular choices E 2.122......................
- F. Express independent views concerning school regulations E 3.132.............
- G. Social adequacy S 3.211-C 3.113...
- H. Social awareness S 1.123..
- I. Abilities to function in social groups S 1.216..............................
- J. Cooperation and compromise S 1.142..

VI. PROFESSIONAL GROWTH
- A. Preparation for Committee work..
- B. Preparation for information distribution....................................
- C. Professional meetings...
- D. Faculty meeting...
- E. Consult with significant others...

VII. ROUTINE
- A. Forms...
- B. Letter of recommendation..
- C. College applications, housing, scholarships, loans & etc....................
- D. Telephone calls...

VIII. INFORMATION GIVING
- A.
- B.
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IX. OTHERS

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GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS

I. STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

A. Intellectual Discipline

1. Knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
2. Skill in the logical processes of search, analysis, evaluation, and problem solving.
3. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

B. Economic and Occupational Competence

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
3. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

C. Citizenship and Political Understanding and Competence

1. Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship.
2. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
3. Competence in judging the merits of competing political ideologies and candidates for political position.

D. Physical and Environmental Health, Ecological Balance, and Safety

1. Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
2. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
3. Competence in recognizing and preventing environmental, ecological, and health problems.
4. Knowledge and experiences to provide information and develop values needed to perform daily activities free from injury or other losses.

E. Appreciation of Culture, Language, and Life Style Diversities and Their Corresponding Aesthetic Values

1. Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.
2. Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism.

F. Competence in Personal and Social Relations

1. Knowledge about basic psychological, sociological, and cultural factors affecting human behavior.
2. Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
3. Competence for adjusting to changes in personal status and social patterns.

G. Use of Leisure Time

1. Competence and skill in creative and responsible use of leisure time.

II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

A. The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.

B. Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.

C. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.

D. The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiences in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

III. ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

THE SCHOOL COUNSELOR:
HIS WORK ENVIRONMENT ROLES AND COMPETENCIES

DIVISION OF GUIDANCE SERVICES
Texas Education Agency
Austin, Texas August-September 1971

ROLES AND COMPETENCIES

A. PLANNING, ORGANIZATION AND EVALUATION

1. The Counselor must be able to appraise the characteristics of individual pupils, describe the needs and potentialities of individuals, and identify individual differences.

2. The Counselor must be able to assess the needs and/or expectations of the population(s) to be served.

3. The Counselor must be able to determine guidance priorities based on identified needs.

4. The Counselor must be able to formulate measurable objectives from identified needs and priorities.

5. The Counselor must be able to formulate specific tasks relative to achieving objectives.

6. The Counselor must be able to coordinate a continuing evaluation.

B. COUNSELING

1. The Counselor must be able to formulate a model of counseling which includes steps and stages in the counseling process.

2. The Counselor must be able to formulate a model for explaining individual behavior and considering possible changes.

3. The Counselor must be able to understand the various kinds of group experiences in terms of goals or procedures.

4. The Counselor must be able to establish counseling relationships with the limits of the ETHICAL STANDARDS of the American Personnel and Guidance Association.

C. CONSULTATION

1. The Counselor must be able to formulate, orally and in writing, guidance concepts, services and programs in a functional context to others.

2. The Counselor must be able to formulate and maintain effective working relationships with members of all populations served.

3. The Counselor must be able to demonstrate a proficency and have a commitment to guide the development of every pupil in understanding the world of work,

and additionally with either a salable skill for immediate employment or a realistic career plan.

D. COORDINATION

1. The Counselor must be able to formulate a model to utilize available data processing equipment for facilitating the processing and transmission of pupil data.

2. The Counselor must be able to develop effective working relationships with and between, members of the educational community.

3. The Counselor must be able to formulate and coordinate studies.

4. The Counselor must be able to interpret results of studies to staff, parents, pupils, and community agents and use the results in program development and revision.

5. The Counselor must be able to internalize the theories, techniques, and materials of educational, occupational, and individual assessment.

6. The Counselor must be able to conceptualize the operational structure of the school environment in order to effectively implement a program of guidance services.

7. The Counselor must be able to formulate a model which will produce effective public relations for the guidance program.

A FRAMEWORK FOR CRIME PREVENTION
AND
DRUG EDUCATION IN TEXAS

DESIRED STUDENT OUTCOMES

SECTION I INTERESTS, ATTITUDES, VALUES, APPRECIATIONS, ADJUSTMENTS

1.2 The student values the use of a decision-making process in attacking problems encountered in life situations.

1.3 The student values the use of a decision-making process when confronted with controversial issues in group settings.

1.4 The student values the use of a values clarification process when confronted with decisions.

1.5 The student values his own worth and dignity.

1.6 The student values the worth and dignity of the individual.

1.7 The student values the individual's rights and responsibilities for a self determined life style.

1.8 The student responds with flexibility to a changing society.

1.9 The student responds to new experiences and information by being willing to alter or defend his value positions and decisions.

1.11 The student values constructive, life-fulfilling alternatives to crime and drug abuse.

1.12 The student values socially constructive and personally gratifying roles for himself.

1.13 The student values the absence of inaccurate labeling (stereotyping) of peers and others.

1.14 The student values citizenship in a democratic society.

SECTION II INFORMATION AND INTELLECTUAL SKILLS

2.1 The student comprehends criteria used to identify a critical decision.

2.2 The student comprehends a decision-making process.

2.3 The student comprehends a values clarification process.

2.4 The student comprehends what a value is.

2.5 The student analyzes situations to identify individual, family, and group values in them.

2.6 The student applies a decision-making process in life situations.

2.8 The student synthesizes a statement of belief that accurately reflects his values.

INTERPERSONAL RELATIONS

2.10 The student has knowledge of the physical, social, and psychological stages of human growth and development and their interrelationships.

2.11 The student has knowledge of different techniques frequently employed to deal with various levels of stress.

2.12 The student comprehends individual and social patterns of behavior.

2.13 The student comprehends ways in which a person develops and modifies his personality.

2.15 The student analyzes the role of work in an individual's life.

2.16 The student analyzes the role of leisure in an individual's life.

2.17 The student has knowledge of reasons individuals experiment or may possibly become involved in criminal activities and/or drug abuse.

2.18 The student has knowledge of dysfunctional behavior patterns.

2.19 The student evaluates responsibilities inherent in being a person, a family member, a member of society.

2.20 The student comprehends societal factors that contribute to crime and drug abuse.

2.35 The student analyzes the relationship between being a citizen and being a member of a school, family, community, and society.

2.65 The student has knowledge of community services for drug abusers (counseling, treatment, rehabilitation, law enforcement, legal aid, preventive, and educational) and procedures for utilizing the services.

BASIC LEARNER OUTCOMES FOR CAREER EDUCATION

1:01 The student should be able to define the term "goal".

1:02 The student should be able to apply decision-making steps to solving personal problems and career choice.

1:03 The student should understand the necessity for having a satisfying job when setting his career goal.

1:04 The student should understand that he will work better when he accurately matches his personal goals with his career choice.

1:05 The student should be able to identify career directions which are available to him, such as:

- He can prepare for immediate employment after secondary school.
- He can enter a trade or technical school for advanced skill training.
- He can enter a college or university for specialized training in an area requiring a degree to begin his career.
- He can follow other directions.

1:07 The student should be able to use his own resourcefulness to solve personal problems such as: He wants to go to college, but there is not enough money for tuition. He could look for a job, put in a request for financial aid, or apply for a loan.

1:08 The student should realize he will benefit from talking to parents, friends, and neighbors about jobs.

1:09 The student should identify examples of the necessity for putting first things first, such as if he chooses to buy a new car before he has enough money, he may lose the car, damage his credit and make it difficult for himself to buy another car.

1:10 The student should realize that he should be able to request assistance from teachers, counselors, and/or the librarian, regarding how to find and use sources of information, such as: college catalogs, occupation references and government publications.

1.11 The student should understand that school counselors should help him locate sources of financial assistance and career information and help resolve conflicts in his career goals.

1.12 The student should understand that many factors determine lifestyle, for example: income, culture, value system, and career.

2:01 The student should realize the benefit of talking with qualified people working in areas of interest to him about work environment, necessary training, personal fulfillment, salaries, advancement opportunities, how they become that kind of worker and the problems encountered in reaching that goal (to include cultural obstacles, if any).

2:02 The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice, for example: A student would not want to enter an occupational field that does not need workers, and where there are many workers unemployed in this field currently.

2:03 The student should be able to describe worker qualifications for specific jobs which are related to his particular career direction, such as, sales occupations - auto salesman; high school diploma, generally accepted minimum age - 21, tactful, well-groomed, able to express himself well, initiative, aggresiveness, self-confidente and determination to get through slow sales periods.....

2:04 The student should be able to identify job categories in which he has some interest, and list under each category chosen: various job titles, the educational requirements, and the employment outlook for each job title.

2:05 The student should be able to identify and locate information about jobs, such as: availability, pay, location and openings which will aid him in making a career choice.

2:07 The student should understand how job characteristics, such as: hours, environment, co-workers, extra benefits, location, possibility for advancement and salary will play a major role in his selection of a career according to his individual needs and interests.

2:09 Using his own career choice, the student should be able to describe: (1) his entry level skills and/or qualifications required and (2) qualifications and/or job experience required to advance to the next level.

2:10 The student should be aware of various jobs he can have with the same skills.

2:11 The student should be able to find and talk to people who are working in his career field.

3:01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply to him.

3:02 The student should be able to demonstrate that he possesses appropriate skills, such as:

- He should have his social security number, and names, addresses and phone numbers of references readily available.
- He should indicate types of jobs preferred and expectations of the job (hours, pay and experience to be gained).
- He should answer questions promptly and as accurately as possible.
- He should be appropriately groomed and dressed.
- He should use acceptable manners and good posture.
- He should ask questions regarding fringe benefits, advancement opportunities, training and union membership.
- He should show enthusiasm.

3:03 The student should be able to identify acceptable and unacceptable interview behaviors.

3:06 Given a hypothetical situation, the student should be able to determine how much it will cost him to work, for example:

- Situation: He has been offered a job paying $80.00 a week net. How much of his salary will be used for work costs?
- Student response: It costs 80¢ a day to ride the bus; $3.00 per week for foods which can be used for preparing sack lunches; $18.00 per week for child-care and $2.50 per week for coffee. The total per week would be approximately $27.50. However, this does not include $6.00 per month for union dues and additional clothing.

3:07 The student should be able to give examples of ways in which he might present himself in order to improve his chances for success on the job, such as:

- If one consistently produces quality work and gets along well with other employees, his chance of success will be greater.

3:08 The student should be able to identify basic skills he possesses which can become salable in the job market, and various types of part-time employment he can seek with each skill.

3:09 The student should be able to identify examples of work habits and attitudes necessary for successful entry into his chosen occupation, such as bank teller - punctuality, mathematical accuracy, appropriate dress, pleasant personality, and helpfulness to others.

4:01 The student should be concerned with the concept of quality in relation to a task or job.

4:02 The student should possess a positive attitude toward the quality of his work in a given area, displaying the awareness of an enriched self-concept due to this quality, for example: A student might say, "Because I do "X" well, it makes me more eager to try "Y", as I know I can do some things well".

4:03 The student should recognize that attitudes toward work are formed from various sources, for example: age, education, sex, family socio-economic level and background, work experience, predominant attitude held by his culture and peer group attitude.

4:04 The student should want to work for personal satisfaction and independence.

4:05 The student should understand the importance of staying with a task until it is completed.

4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

4:07 The student should display an awareness of man's need to experience personal satisfaction through his own accomplishments, recognizing that satisfaction is, or can be, different for different individuals.

4:08 The student should display pride in his work and work products.

4:09 The student should be able to give an example of when personal satisfaction comes from doing a job well rather than from a supervisor's approval.

4:10 The student should understand the importance of being consistent and persistent.

4:11 The student should realize that work has dignity.

4:12 The student should be able to exhibit patience when approaching a new learning situation.

4:13 The student should communicate an understanding of the need to talk on some occasions and the need to listen in other situations.

4:14 The student should be active in planning his career development and should seek help when he feels the need for advice, assistance and/or direction.

4:15 The student should be able to respect authority and give an example of the necessity for this attitude on the job.

4:16 The student should be able to identify different attitudes toward work, such as: Some individuals work only for the money; some people find their work absorbing and rewarding.

4:17 The student should have a positive attitude toward putting in a day's work for a day's pay.

4:18 The student should demonstrate his development of positive attitudes toward specific occupations, understanding their usefulness, and dignity within society.

4:19 The student should understand the need for an employer to be loyal to his employees.

4:20 The student should display a positive attitude toward employees showing loyalty to employers.

4:21 The student should understand that as an employee he should comply with reasonable decisions made by other persons with legitimate authority (supervisor, boss, etc.).

4:22 The student should understand that as an employee he should be able to work well with others in reaching common goals of the company.

4:23 The student should recognize that there are times when a great deal of work will have to be done in a short period of time so everyone will have to work at his full capacity. Anyone who can not produce under pressure will be of little value to his employer.

4:24 Given a list of appropriate and inappropriate behaviors and attitudes, the student should be able to indicate which items are appropriate or inappropriate for the majority of occupations, such as : laziness, flexibility, punctuality, extreme dress and inability to accept authority.

4:25 The student should understand that he is not the only one capable of doing a particular job right. Otherwise, he becomes difficult to work with and may be replaced.

5:01 The student should understand the benefits of attempting to solve problems on the job in a tactful manner, for example:

- A fellow worker constantly wants to gossip with you about other co-workers. You might tell him that it is the supervisor's job to ensure that workers conduct themselves appropriately on the job, or you might find something positive to say about a worker whenever a negative statement is made.

5:02 The student should understand how being helpful on the job can be beneficial or can have a negative effect, for example, a friendly offer of help by a co-worker can have a positive effect. Helpfulness may have a negative effect when it is done out of a need to dominate another person or from an inability to accept the fact that things might be done in different ways.

5:03 In a problem work situation the student should be able to identify the principal parties involved and indicate suggestions for solving the problem, for example: consistently tardy employee (problem) supervisor and employee (principals), supervisor might call employee in for a personal conference, and supervisor might insist that employee cease being tardy or be fired in the near future.

5:04 The student should be able to recognize the degree to which he is able to interact with other people by working as a team member.

5:05 The student should be able to understand the difference between the relationship of a worker to a superior, and of a worker to a peer, for example: teacher/principal - relates to principal as an authority figure (boss), relates to principal as solver of difficult problems, teacher/other teachers - relates as a friend and confidant and as a competitor.

5:06 The student should be able to understand why it is necessary to exhibit "good" manners both on the job and in social relationships.

5:07 The student should understand that as an employee he should not make unnecessary criticisms of supervisors or others in the presence of co-workers.

5:08 The student should display a positive attitude toward all individuals working and enjoying the fruits of their labor regardless of race, religion, sex, ethnic, or socio-economic origin.

5:09 The student should display respect for people of different races or ethnic origins.

5:10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals, for example: if he feels all blacks are inferior, blacks may sense this and become hostile toward him.

5:11 The student should be able to understand factors which contribute to prejudice such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.

5:15 The student should understand that there are other individuals with whom he as a worker must interact.

5:16 The student should understand the benefits of and necessity for being sensitive to others.

5:17 The student should be able to indicate why he feels that a pleasing personality is necessary on the job and in social situations.

5:18 The student should be able to understand that there will be many instances in his life when he will have to make compromises.

5:19 The student should possess the ability to meet people, make appropriate introductions and chat with them for short periods of time.

5:20 The student should understand the importance of sharing his time and talents with others.

5:21 The student should know when it is acceptable or not acceptable to use what might be considered profane language.

5:22 The learner should be able to understand that some means of communication work more effectively in some situations than others.

5:23 The student should understand that chronic complainers are irritating to their fellow workers.

5:24 The student should be willing to communicate, project his thoughts and/or express his feelings.

5:25 The student should be able to identify traits which he feels are essential to having a pleasing personality.

6:01 The student should know that he should be able to seek counseling from school, public and/or private counselors on problems about school, home, career choice, career requirements, life styles and/or getting along with other people.

6:02 The student should be able to identify his capabilities which are related to his career direction, for example: better at working with his hands or likes working with his mind.

6:03 The student should be able to identify his interests which are related to his career direction, for example: likes working outdoors or indoors, likes working with groups or alone.

6:04 The student should be able to understand the factors which will have some influence on his career options, for example: personal characteristics, training requirements, finances, parental attitudes, cultural obstacles (racism, sex discrimation), unreasonable aspirations in terms of abilities, possibility of becoming locked into narrow fields of specialization and/or lack of vital information.

6:05 The student should understand the need for recognizing his own faults or limitations.

6:06 The student should be able to list academic and/or occupational courses he has successfully completed which have helped him prepare for additional training or immediate employment in a career field of his choice.

6:07 The student should understand that he has certain physical, social, and mental characteristics which are different from others'.

6:08 The student should understand that one's view of life comes from his personal value system.

6:09 The student should be able to identify the skills he has which are necessary for success in his chosen career area.

6:10 The student should understand that how he views himself, or his self-concept, influences his ability to succeed.

6:11 The student should understand that having a good self-concept gives him a greater ability to try "new" things, meet and get along with others and develop a more secure and stable view of the future.

6:12 The student should understand that he applies or rejects values into his personal philosophy by questioning his likes or dislikes when he meets new ideas, tries the new ideas on for size, and then applies them to his value system or discards them.

6:13 The student should be able to identify origins of factors which influence or govern his social development, such as: family, church, legislation and peer groups.

6:14 The student should be able to indicate examples of individual differences, such as: Some people are more athletic than others; some people are better at manual tasks than others; some people are better at routine-type jobs than others and some people are more artistic than others.

6:15 The student should know whether or not he is usually persistent and consistent.

6:16 The student should understand that there are many situations in which he might find it necessary to make adjustments.

6:17 The student should be able to understand the relationship of satisfaction to successful achievement.

7:02 The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.

7:03 The student should be able to discuss what he feels might be the consequences to others and himself if he does not practice good work habits.

7:04 The student should understand the consequences of not working.

7:05 The student should understand his rights granted by our social and political institutions concerning such matters as property and freedom, for example:

- Citizens have various rights guaranteed by the constitution and may exercise these rights as long as they don't infringe on the rights of others in the process. One has the freedom of speech but not to slander or defame the character of other persons.
- We have the freedom of movement in this country but not to trespass on the property of others.
- There is a right of self-defense but not the right of murder or assault.

7:06 The student should know the laws that protect the rights of workers, children and others in the work world.

7:07 The student should be able to understand that there are members of our society who are unable to provide incomes for themselves and that our society has taken responsibility for supporting certain people, such as orphans and the aged.

7:08 The student should understand that services such as education, police protection, and highways are provided by city, county, state and/or federal governments and paid for with tax money.

7:09 The student should be able to give examples of irresponsible behavior on his part and indicate: (1) what the consequences were and (2) what he might have done in the situation to exhibit responsible behavior.

7:10 The student should understand the consequences for non-compliance to modes of behavior determined by the society, for example:

- Not paying federal income tax - imprisonment
- Not doing required school work - receive poor grades
- Not respecting others' property - be severely reprimanded and/or ostracized or possibly sued or put in jail
- Disregarding the safety of others - injure others and/or self
- Not possessing driver's license when driving - incur fine and possible imprisonment

7:11 The student should be able to identify responsibilities which he would have to himself and responsibilities he would have to fellow workers when performing a task or job.

7:12 The student should be able to give several examples of good work habits, such as punctuality and planning one's work.

7:14 The student should understand that criticism can be constructive when it promotes reform through correction of social, political, and/or economic ills.

7:15 The student should realize that nationalism or loyalty to one's country can contribute to progress and growth of the people and the system.

7:17 The student should understand that non-participation and/or destructive acts can threaten the rights of others.

7:19 The student should want to work for the betterment and fulfillment of the goals of society.

7:21 The student should exhibit concern for the proper care and conservative use of equipment and materials on the job.

7:23 The student should be able to understand the reasons for maintaining good health, for example: One cannot put forth his best effort when one does not feel physically fit.

7:24 The student should be able to discuss various aspects of drug abuse knowledgeably.

8:01 The student should understand that the benefits of technology are the production of new, more and better goods and services.

8:02 The student should realize that changes in technology will affect his work and life style.

8:03 The student should understand that technology results in greater, faster and better production.

8:04 The student should be able to understand that technology has done away with jobs in the future, making it necessary for the labor force to retrain.

8:05 The student should understand that technology can create the necessity for retraining in present jobs.

8:06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

8:07 The student should understand that money is a medium of exchange.

8:08 The student should understand what interest is and why it is a necessary charge for using other people's money.

8:09 The student should understand that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.

8:10 The student should understand that wages are what someone is paid for his time and effort.

8:11 The student should be able to understand the differences between gross income, net income, and taxes.

- Gross Income - the total amount of money earned for performing a task or service before taxes
- Net Income - the income received for work excluding the amount paid out for taxes and fringe benefits

. Taxes - a compulsory payment of a percentage of income for the support of the government

8:12 The student should understand that price is the amount that the producer will accept in exchange for goods or services.

8:13 The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.

8:14 The student should be able to understand that higher wages sometimes lead to higher prices and higher wages affect his personal economy, for example: Auto workers getting a raise may result in higher prices for cars.

8:15 The student should understand that decisions of buyers and sellers determine the prices of resources and materials.

8:16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.

8:17 The student should realize that there are many factors that affect the supply or items of services for sale, such as: labor and material resources, prices of related goods and technology.

8:18 The student should understand the need for not buying items which are priced too high or are of poor quality so that the producers of overpriced or poor quality goods will know that people do not want them.

8:19 The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.

8:20 The student should understand that if he spends time or money on one item or thing he gives up doing or buying something else with his time or money, for example: If a student received $1.00 for his weekly allowance he could possibly go to a movie, treat himself to a hamburger and a drink, or save his dollar. If he chooses one of the things (saving the $1.00) he must give up the other two.

8:21 The student should understand income and expenditures in managing a household budget.

8:22 The student should identify various reasons for using a bank.

8:23 The student should be able to identify a variety of possible deductions which could be taken out of his gross wages, such as: social security, health or life insurance payments and union or professional dues.

8:25 The learner should be able to define the word "savings".

8:26 The student should understand the principle of scarcity, that is, that there are limitations on the amount of economic goods, including raw products and finished goods, which are available at any given time.

8:27 The student should understand the concept of consumer influence on what and how many goods and services are produced, for example: if people do not buy meat, ranchers will not have an income to buy the things needed to raise cattle, and they will not be able to buy their own food or pay their rent.

8:28 The student should understand the differences between someone who produces goods and someone who provides services to others, such as: goods - dressmaker, tractor manufacturer, farmer, housing contractor, can manufacturer; services - barber, mechanic, minister, dentist and television repairman.

8:29 The student should understand that when people do separate and different tasks they create more dependence in the society, for example:

. One is a good shoemaker, another builds houses will and another is a good farmer; they will have more and better items by exchanging rather than trying to do everything themselves.

8:30 The student should understand that specialization of labor allows each man to work at what he does well.

8:31 The student should understand that we must depend on other people, businesses and communities for our basic needs, such as food, shelter, health care, and education.

8:32 The student whould be able to identify basic areas of employment provided by our economic system, for example: large business concerns, small business concerns, self-employment, and federal, state, or local government jobs.

8:33 The student should be able to identify the goals of the American economic system, for example: freedom of choice and equality of opportunity.

9:01 The learner should be able to give examples of how the understanding of specific knowledge is a means of achieving a particular career goal, such as: an accountant needs an understanding of mathematics; a doctor needs an understanding of anatomy and chemistry.

9:02 The student should be able to identify learning experiences in school which have improved his ability to follow a particular career direction and/or enable him to make necessary career adjustments.

9:03 The student should be able to identify learning experiences outside of school which he feels are or were important to his choice of a career direction.

9:04 The student should be able to identify courses which are available in school and offer specialized training programs for full-time employment.

9:05 The student should have a positive attitude toward the importance of reading at the minimum level, such as traffic signs and newspapers.

9:06 The student should try to improve his minimum reading skills to a level matching his potential.

9:09 The student should be willing to ask questions when he needs information or when he does not understand.

9:10 The student should be willing to learn new concepts and tasks.

9:15 The student should understand that by listening and reading he can be exposed to and/or absorb the thoughts and knowledge of others.

9:16 The student should understand that listening is an important way to learn.

9:18 The student should be able to discuss the relationship between daily physical activity and physical fitness.